

STATE OF CONNECTICUT SNAP ED PLAN

FFY2021



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State Wide Budget FFY2021

	Federally Funded Expenditure Summary			
	Expenses	FFY 2020 Carry Fwd Budget	FFY 2021CNR Allocation Budget	State Cash
1	Direct Costs	172,133.93	2,541,840.21	0
2	Contracts/Grants/Agreements	0.00	439,238.09	0
3	Non-Capital Equipment/Supplies	2,652.00	65,991.88	0
4	Materials	1,003.00	66,514.25	0
5	Travel	2,568.00	59,977.00	0
6	Administrative	0.00	1,000.00	0
7	Building/Space	0.00	49,885.00	0
8	Maintenance	0.00	0.00	0
9	Equipment & Other Capital Exp.	0.00	0.00	0
10	Indirect Costs	46,372.80	716,426.57	0
11	Travel	4,047.66	1,001.00	0
12	Total	228,777.39	3,941,874.00	0

Executive Summary

The Connecticut (CT) Department of Social Services (DSS) is pleased to submit its SNAP Nutrition Education (SNAP-Ed) plan for FFY2021. This is the third submission of a multi-year plan (FFY 2019 – 2021). Although COVID-19 has affected Connecticut and the nation significantly, our plan demonstrates the capability to provide and continue nutritional activities by incorporating contingency plans throughout this submission.

The plan incorporates the recommendation of the current Dietary Guidelines for Americans and U.S. Department of Agriculture food guidance, as well as SNAP Ed guidance. The primary emphasis is assisting the SNAP-Ed target population to establish healthy eating habits within a limited budget and promote physically active lifestyles to prevent or postpone the onset of disease, including obesity.

DSS will continue to contract directly with The Department of Public Health (DPH); The Hispanic Health Council; The University of Connecticut Health Husky Nutrition; The University of Connecticut College of Agriculture and Natural Resources (CANR) Food Security; The University of Connecticut Neag School of Education Husky Sport; and The University of Connecticut School and Family Project.

To meet the needs of the new FY21 guidance, Food Security and Hispanic Health Council have begun to coordinate nutritional activities with the Mashantucket Pequot Indian tribe in order to provide culturally appropriate SNAP Ed activities that will benefit the tribal populations in CT. We have also reached out to Mohegan tribal association in order to collaborate with them to provide nutritional activities they feel meets their needs. The remaining implementing agencies are ready and fully committed to provide nutritional activities if there is interest. The DSS intends to continue our collaboration with the Indian tribal organizations in FFY21 and beyond.

Prior to COVID-19 all the IAs were on target to meet goals outlined in the 2020 plan. In FFY21 the IAs will continue their efforts on meeting the goals by adding and creating new methods to reach the SNAP population through increased social media when direct education is not feasible. Each IA has ramped up their social media through live-streaming videos and the distribution of video content via social media channels. IAs coordinate and collaborate with partners to make necessary changes to adhere to their social distancing requirements per CT state guidelines.

All six IAs continue their efforts toward reaching the SNAP Ed plan's overall goals for FFY19-21:

- In FY20 DPH saw growth in both knowledge gained and behavior changes with their Eating Smart-Being Active nutrition education workshops/sessions and telephonic health coaching sessions. Due to COVID-19 this program transitioned to online format. The program has built an online presence via social media and partner network outreach in an effort to reach the target population.
- For FY21 Husky Sport will continue to lead in the delivery of educational contacts in Hartford's Northeast neighborhood. By moving to an online format, Husky Sport developed live sessions engaging small groups of students at Wish School in Husky

Talk where their ideas and perspectives on nutrition and physical activity are centered. They developed pre-recorded read a-louds and physical activity sessions as part of our Ready, Set, Read program and Husky Move program, respectively.

- In FFY20, the Hispanic Health Council completed the creation of new puppet shows and jeopardy games promoting healthy drinks for children. It also developed a Social Media Bilingual Campaign aimed to increase intake of fiber rich foods among Latinos in CT. HHC also launched its Facebook page with links to videos, recipes, and messages and a series of bilingual nutrition and exercise podcasts to be released later this summer online.
- Food Security adjusted to their Senior Eating Well program to a curbside “Market on the Move” program. Seniors receive the paper handouts from the lesson, recipes, a postcard with QR code (which provides videos to watch on the lessons) and a \$10 farmers’ market fresh produce box.
- In FY 2021 UConn School and Family will expand their work with Grow Windham to create a new pantry directory for town residents. They were also invited by the Hunger Action Team to help administer their public FB page, including posting weekly nutrition infographics and recipes, especially mobile food distribution vegetables and foods.
- Husky Nutrition is working to develop plans to provide nutrition education support to WISEWOMAN programs in hospitals around CT. Husky Nutrition will continue to use/potentially expand their SNAP4CT platform to provide SNAP-Ed eligible populations with relevant virtual learning opportunities through its website, recipe pages and videos, e-newsletters, blog, and social media channels.

Connecticut is proud to provide updates on new/existing partnerships developed in effort to reach state-level goals and objectives:

- DPH is partnering with CT WISEWOMAN program, a cardiovascular risk reduction program for under/uninsured women, working to develop a cross-referral system to offer nutrition education workshops/telephonic health coaching for participants who want to make healthy changes.
- In FY2021, through UConn Health and Husky Sport the Northeast Hartford Partnership will continue to consult with its internal and external partners to refine the approach and implement coordinated programs for the community.
- At the national level, the Hispanic Health Council joined efforts with the Food Research and Action Research (FRAC) by being one out of 2,500 organizations urging Congress to take immediate action to increase SNAP benefits to help with the economic crisis caused by COVID-19 (https://frac.org/wp-content/uploads/FINAL-Senate-Letter_18June2020.pdf). HHC has also partnered with Mashantucket Pequot Indian tribe to provide nutritional activities specific to their needs.
- UConn School and Family has partnered with UConn Dental (Dr. Kemp-Prosterman) to deliver nutrition education to parents of Medicaid-funded dental patients via screener and messages and Facebook. They aim to widen collaborations with WICs in their target locations for screener+messages, our website, and private FB group
- Food Security has worked on a project led by UConn Extension that assists in growing traditional crops and provides classes on preparation of traditional recipes, along with nutrition education and food safety for tribal youth in the “Hi-Five” program. The intent is to expand programming to nutrition education and food preparation for

adults, focusing on traditional foods and growing healthy foods on the farm through collaborative efforts between UConn Extension and the Mashantucket Pequot Tribal Nation.

Evaluation Plan	
Department of Public Health	<ul style="list-style-type: none"> • Process and outcome evaluations of main nutrition education activities • Demographic cards, pre-test, post-test, six-week follow-up surveys • PSE initiatives post training surveys and follow up surveys to determine reach and delivery of program.
UConn Food Security	<ul style="list-style-type: none"> • Utilize the Fruit and Vegetable Inventory and the EFNEP Adult Questionnaire for a subset of participants which address dietary changes, food resource management, physical activity and food safety. • Each lesson in the Seniors Eating Well Curriculum includes a short evaluation, including questions regarding knowledge and intent to change/behavioral questions. • Have been adjusting surveys for online evaluation, including assess reach and amount of engagement for social media content, views for YouTube as well as Google Analytics for new website
Hispanic Health Council	<ul style="list-style-type: none"> • Process and outcome data will continue to be collected to evaluate changes in knowledge, and behaviors, through the use of pre/post-test surveys. • For virtual activities pre/post-test will be collected to assess impact. • For virtual adult group presentations, satisfaction information and goal settings activities for fruits and vegetable intake will be collected • Social-media post are being assessed by the number of likes, sharing, comments and visits.
UConn Health	<ul style="list-style-type: none"> • Lesson-specific observation checklist for fidelity checks and a classroom teacher survey, as well as the analysis of educator reporting and feedback forms to document program reach, and the UConn Health IRB approved registered clinical trial (NCT 03338257) which includes a pre-test / post-test interview with participants at both control and intervention sites
Husky Sport	<ul style="list-style-type: none"> • Data collection through a mixture of pre-test post-test surveys and focus groups with youth participants scheduled multiple times throughout the year for direct education. • The 2-part 'Physical Literacy' evaluation did not happen due to COVID-19 in FY20 but will be back in FY21. • Teachers and staff and select family members will complete online (Qualtrics) surveys at the middle and end of school year about perceived and experienced program effectiveness.
UConn School & Family	<ul style="list-style-type: none"> • Qualtrics-based data collection on diet and physical activity behaviors • Project evaluation to increase healthy food choices and physical activity

State Agency Goals and Objectives:

Key Behavioral Outcomes

- Make half your plate fruits and vegetables, at least half your grains whole grains, and switch to fat-free or low-fat milk and milk products;
- Enjoy your food but eat less. Avoid oversized portions. Drink water instead of sugary drinks. Read food labels to compare sodium in food like soup, bread, and frozen meals and choose the foods with lowest sodium content;
- Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle;
- Maintain appropriate calorie balance over time to achieve and sustain a healthy weight during each stage of life – childhood, adolescence, adulthood, pregnancy and breastfeeding, and older age.
- Cook more often at home to control what is in your food. Vary protein food choices.
- Improve local environments to support increased access to healthy food and physical activity.

State-Level Goals

The strategy for the State of Connecticut is to cover the life course through culturally-appropriate, behaviorally-focused, and evidence-based interactive nutrition and physical activity direct services, as well as activities designed to promote policy, system and environment (PSE) changes. As such, state level goals are as follows:

1. Increase healthy food choices among population groups who are receiving or eligible to receive SNAP benefits.
2. Increase physical activity among population groups who are receiving or eligible to receive SNAP benefits.
3. Support comprehensive, multi-level interventions, community and public health policy, and systems and environmental changes to facilitate healthy food and physical activity choices among population groups who are receiving or eligible to receive SNAP benefits.

State-Level Objectives

Objective 1: Increase healthy food choices among population groups who are receiving or eligible to receive SNAP benefits.

At the end of each SNAP-Ed Program year, an additional 10% of SNAP-Ed participants will demonstrate increased knowledge about making healthy food choices in accordance with the Dietary Guidelines for Americans including one or more of the following:

- 1.1 Increase reported whole fruit consumption by at least one-half portion.
- 1.2 Increase reported vegetable consumption by at least one-half portion.
- 1.3 Increase frequency by one half of a serving of whole grains and decrease reported consumption of refined grains by one half of a serving as measured by a food frequency survey or a dietary behavior survey (e.g., food behavior checklist).
- 1.4 Increase frequency by one half of a serving of fat-free or low-fat dairy, including milk, yogurt, cheese, and/or fortified dairy alternatives and a decrease reported consumption of full fat dairy or dairy alternative by one half of a serving as measured by a food frequency survey or a dietary behavior survey (e.g., food behavior checklist).
- 1.5 Decrease reported consumption of saturated fat by exchanging one serving of food high in saturated fat for a lower saturated fat option, as measured by a food frequency survey or a dietary behavior survey (e.g., food behavior checklist).
- 1.6 Increase the willingness to engage in or frequency of dietary behaviors that would lower consumption of salt and sodium as measured by a food frequency survey or a dietary behavior survey (e.g., food behavior checklist).
- 1.7 Decrease reported sugar-sweetened beverages (SSB) consumption by substituting water for at least one SSB selection per day.
- 1.8 Demonstrate increased knowledge and skills about selecting healthy foods as demonstrated by at least one of the following activities: label reading and/or identification of healthy food choices from an array of foods.
- 1.9 Demonstrate increased knowledge and skills about preparing healthy foods by at least one of the following activities: ability to read and follow directions on a recipe, ability to describe how to properly clean and store fresh produce, and/or demonstration of newly acquired cooking skills that include substituting healthier ingredients in recipes.

Objective 2: Increase physical activity among population groups who are receiving or eligible to receive SNAP benefits.

At the end of each SNAP-Ed Program year, an additional 10% of SNAP-Ed participants will demonstrate increased knowledge and application of that knowledge, as measured by reported health behavior and changes in documented policies with regard to physical activity (e.g. pre/posttest) including one or more of the following :

2.1 Demonstrate increased knowledge about recommended levels and health benefits of physical activity.

2.2 Report practices utilized to increase daily physical activity.

2.3 Increase the number of minutes of physical activity per week.

Objective 3: Support comprehensive, multi-level interventions and community and public health approaches to shape and facilitate healthy food and physical activity choices among those receiving or eligible to receive SNAP benefits.

At the end of each SNAP-Ed program year,

3.1 SNAP-Ed contractors will support coordinated systems planning and will integrate program activities into at least one additional neighborhood, municipality, agency, or statewide health promotion initiative.

3.2 SNAP-Ed contractors will develop and execute a coordinated program with at least one additional federally funded program (e.g. Commodity Foods, Child Nutrition Programs, Farmer's Market and retail incentive programs, WIC, CDC)

3.3 An additional 10 organizations who serve SNAP Ed participants will change their policy, system, and/or environment to promote the selection of healthy foods and physical activity among the SNAP-Ed participants they serve.

3.4 An additional five qualified food distribution outlets will change their physical environment or marketing and promotional activities to increase the sales of healthy foods.

3.5 SNAP-Ed contractors will provide training on the development and delivery of culturally appropriate, evidence-based food, nutrition, and physical activity education to at least five additional provider groups (e.g. Area Agency on Aging resource coordinators, early childcare staff, teachers).

Project 1 - Department of Public Health Preschool, Family & Community

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

COVID-19 Contingency Statement: The Connecticut Department of Public Health (DPH) SNAP-Ed remains committed to our target audience and project goals and objectives while adhering to the guidance of the CDC and the mutable policies of the State and our partnering entities during this time of social distancing. As Connecticut continues reopening, DPH SNAP-Ed hopes to resume delivery of in-person services as per the original FY2021 state plan. However, to the extent that COVID-19 limits and/or prohibits delivery of in-person activities and services in FY2021, DPH SNAP-Ed will: continue to conduct outreach and recruit participants for the Telephonic Health Coaching Initiative; continue implementing online direct nutrition education; evaluate online nutrition education data collected during FY2020 to ensure meaningful engagement of participants and compliance with USDA's guidance, continue making adjustments and updates to the delivery model as needed; explore alternate delivery methods and interventions for direct nutrition education to ensure an interactive and meaningfully engaging online learning environment; and provide online or remote access training and technical assistance for policy, systems, and environmental change (PSE) initiatives.

Reporting Progress on State-Level Goals and Objectives:

DPH has developed a systematic method for collecting, analyzing, and using information collected from SNAP-Ed program participants to determine program effectiveness and efficiency. The Preschool, Families, and Community Project will involve process and outcome evaluation of the main nutrition activities. For policy, systems, and environmental change (PSE) activities, post-training surveys will be distributed to Early Care and Education (ECE) teachers/staff to ascertain overall satisfaction with the training and assess their willingness and readiness to affect PSEs in their ECEs. For Nutrition Classroom Lessons through the train-the-trainer model of educating preschoolers, surveys will be emailed to teachers to determine reach (number of preschool children), intensity (number of minutes) and coverage (geographical location) of the initiative. For *Eating Smart • Being Active* (ESBA) nutrition education workshops and nutrition education sessions, participants will complete demographic cards and pre-test, post-test, and six-week follow-up surveys. The demographic cards are for Education and Administrative Reporting System (EARS) reporting purposes. The pre-test and post-test surveys are to determine participant knowledge gained and attitude toward behavior change. The six-week follow-up surveys are to determine any behavioral changes as the result of receiving nutrition education.

Description of projects/interventions:

Project/Intervention Title:

DPH – Preschool, Families, and Community Project

Related State Objective(s):

The DPH project supports the Connecticut SNAP-Ed State Plan for Fiscal Year (FY) 2021: Goal 1: Objectives 1.1-1.9; Goal 2: Objectives 2.1-2.2; and Goal 3: Objectives 3.1-3.5

Audience:

There are two project components to the DPH – Preschool, Families, and Community Project: 1) Preschool Children and their Families, and 2) Adults/Families.

Component 1: Preschool Children and their Families

The target audience is SNAP participants, low-income individuals eligible to receive SNAP benefits, other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population (preschool children ages 3-5 and families).

The Preschool Children and their Families project component will reach SNAP households through collaboration with Head Start (HS), School Readiness (SR), and other Early Care and Education (ECE) programs, and Summer Meals programs. Connecticut serves over 10,000 HS/SR preschool children and families. Programs are divided into operational priority clusters throughout the state based on the number of HS/SR programs and census tract population with median household income $\leq 185\%$ of the federal poverty level.

- HS programs provide services to families that are $\leq 185\%$ of the federal poverty level.
- SR programs are state-funded preschool education programs. Approximately 75% of SR households are $\leq 185\%$ of the federal poverty level. SR programs will be identified and targeted based the following criteria: location within a priority school district, $>50\%$ of children receive free and reduced-cost meals through the Child and Adult Care Food Program, and $>50\%$ of the census tract population is $\leq 185\%$ of the federal poverty level.

The target audience for this project component resides in Connecticut's major cities of Bridgeport, Hartford, New Haven and Waterbury as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Windham. It is proposed that nutrition education activities be conducted in these areas; however, the DPH program will not duplicate other SNAP-Ed services offered in Connecticut.

Component 2: Adults/Families

The target audience is SNAP participants, low-income individuals eligible to receive SNAP benefits, other means-tested federal assistance programs, as well as individuals residing in

communities with a significant low-income population (18 years of age and older including adults 60+).

This project component will reach the target audience in the following locations, if feasible. If COVID-19 prohibits in-person delivery of services, DPH SNAP-Ed will work with the following partner organizations to reach the target audience via available online or remote services:

- The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Offices – At least one WIC main office or satellite in each of the twelve local WIC programs will be targeted for SNAP-Ed services. The DPH contracts with 12 WIC main offices located in Bridgeport, Bristol, Danbury, East Hartford, Hartford, Meriden, New Haven, Stamford, New London, Torrington, Waterbury, and Windham; and the 33 satellites throughout the state. SNAP-Ed participation by WIC offices and/or WIC satellites is encouraged by the DPH state-level WIC Program. However, participation is voluntary and based on each agency's needs.
- Community Health Centers (CHC) – CHC locations targeted will include Bridgeport, Hartford, Meriden, Middletown, New Britain, and New Haven. Additional CHCs will be targeted as determined by community needs and/or future partnership development.
- Community Partner Locations – Additional sites targeted with a high percentage of SNAP clientele will include, but will not be limited to, the following: Department of Social Services' (DSS)/SNAP Offices in Norwich and Willimantic, Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program (CSFP) sites, and Farmers' Markets. The DPH continues to work with our current community partners to expand our network and geographic penetration to promote consistent messaging across the community.

Connecticut serves 408,448 SNAP participants¹ which includes about 47,800 WIC participants.² The target audience for this project component is focused on low-income individuals eligible to receive SNAP benefits and other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population. The communities include Connecticut's major cities (i.e., Bridgeport, Hartford, New Haven, and Waterbury), as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Windham. It is proposed that nutrition education activities be conducted in these areas; however, the DPH program will not duplicate other SNAP-Ed Services offered in Connecticut.

¹ Supplemental Nutrition Assistance Program: Average Monthly Participation (Person Data as of June 8, 2018 <http://fns-prod.azureedge.net/sites/default/files/pd/29SNAPcurrPP.pdf> Accessed on June 19, 2019.

² USDA Food and Nutrition Service WIC program Data, WIC Program: Total Participation Data as of June 8, 2018 <http://fns-prod.azureedge.net/sites/default/files/pd/26wifypart.pdf> Accessed on June 19, 2019.

Food and Activity Environments:

The DPH Preschool, Families, and Community Project will provide nutrition education and obesity prevention activities at the individual and community level through evidence-based strategies and interventions. The project will provide nutrition education sessions and workshops that will increase participants' awareness and knowledge of the 2015-2020 Dietary Guidelines for Americans. Participants will be encouraged to:

- increase whole fruit consumption by one-half portion
- increase vegetables by one-half portion
- make half of their grains whole
- move to low-fat or fat-free milk and milk products
- increase physical activity and reduce sedentary time
- maintain appropriate calorie balance during each stage of life

Project Description:**Component 1: Preschool Children and their Families**

This project component targets SNAP participants, low-income individuals eligible to receive SNAP benefits, and other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population (preschool children ages 3-5 and families). This project component uses a three-pronged delivery method to synergistically reach the target audience and to achieve SNAP-Ed goals.

First: Train-the-Trainer. Preschool administrators and teachers serving as nutrition education multipliers will be trained to teach nutrition education to preschool children using Coordinated Approach to Child Health (CATCH) Early Childhood (CEC).³ DPH SNAP-Ed staff will continuously work with preschool administrators and teachers throughout the CEC implementation period to ensure program fidelity. Educators will be provided a CEC Kit which consists of the "It's Fun to Be Healthy" Teacher's Manual, hand puppets, a CEC Physical Activity Box, and the CEC Coordination Guide. The manual, hand puppets, and physical activity box provide resources and tools needed to conduct nutrition education in the classroom and to support school-wide environmental change activities. Further information regarding CEC will be described in the policy, systems, and environmental change section within the Project Description.

DPH SNAP-Ed staff will provide ongoing technical assistance and support including an onsite or remote visit to observe and coach staff in leading CEC activities, work through any barriers, and set realistic goals for implementation at each site throughout the school year. Program implementation data will be collected periodically using existing school-based tools

³ CATCH Early Childhood (CEC). 2018. SNAP-Ed Toolkit. Available at: <https://snapedtoolkit.org/> Accessed 19 Jun. 2019.

created by CATCH which have been adapted for the preschool setting. Data collection and reporting will seek to measure the number of CEC lessons taught, resources utilized in classroom, parent handouts and at home activities distributed to complement in-classroom lessons, and implementation of environmental support activities as outlined in the CEC Coordination Toolkit. DPH SNAP-Ed staff will work with other SNAP-Ed implementing agencies nationwide to identify adapted tools specific to preschool settings that are validated and reliable to ensure quality data collection.

Second: Nutrition Classroom Lessons. Preschool teachers will implement the ECE nutrition education curriculum in their classrooms. The nutrition and gardening-based lessons encourage healthy eating behaviors and the activity cards with music promote physical activity. A music CD will be used to keep the class motivated, moving, and having fun. As described above, DPH SNAP-Ed staff will provide ongoing support to the administrators and teachers throughout the school year to ensure successful implementation of the lessons.

Third: Nutrition Education Sessions and Workshops. This activity uses evidence-based nutrition education and behavior change strategies for the parents of preschool children with the goal of improving overall nutrition and increasing physical activity of families. Parents are targeted as they have the most influence on food choices and are able to enforce healthy messages within their families. Lifestyle changes are promoted through nutrition education sessions, group workshops, and cooking demonstrations that include food tasting and distribution of healthy recipes. USDA's Food and Nutrition Services (FNS) has found that effective health education interventions require both intensity and duration. Thus, the program uses various modes of delivery and tailors lesson plans to individual population needs (ethnic, cultural, language and socio - economic status). The program curriculum that will be utilized is based on the USDA's 'MyPlate' which is based on the 2015-2020 Dietary Guidelines⁴ for Americans, the 2008 Physical Activity Guidelines for America,⁵ and the 2012 FNS Core Nutrition Messages.⁶ Each topic has a key message linked to one or more of the 2015-2020 USDA Dietary Guidelines for Americans key recommendations. The workshop and nutrition education session content will be based on *Eating Smart • Being Active*, a curriculum developed at Colorado State University and University of California at Davis⁷ for low income adults with young children.

⁴ 2015-2020 Dietary Guidelines for Americans. Available at <http://www.cnpp.usda.gov/dietary-guidelines> Accessed June 19, 2019.

⁵ 2008 Physical Activity Guidelines for Americans. Available at <http://www.health.gov/paguidelines/guidelines/summary.aspx> Accessed June 19, 2019.

⁶ FNS core messages. Available at <https://www.fns.usda.gov/core-nutrition/background> Accessed June 19, 2019.

⁷ Eating Smart Being Active. Available at: <http://eatingsmartbeingactive.colostate.edu/wp-content/uploads/2016/11/program-implementers-guide-2016.pdf> Accessed June 19, 2019.

DPH will collaborate with the **University of Saint Joseph (USJ)**, and Connecticut's HS, SR, ECE, and Summer Meals programs to conduct the above-mentioned nutrition activities. The targeted numbers of participants/contacts to be reached from these activities are illustrated in the table below. The activities and target numbers are contingent upon resuming in-person delivery of services and will be adjusted as needed to accommodate changes in delivery due to COVID-19.

Main Nutrition Activity	Total Expected # of Participants/Contacts
1. Train-the-Trainer: Three-day Coordinated Approach to Child Health (CATCH) Early Childhood (CEC) training conducted by a CATCH trained staff for ECE administrators and teachers, if in-person training is allowable. If COVID-19 prohibits in-person training, DPH SNAP-Ed will coordinate with CATCH to deliver online training. DPH SNAP-Ed staff will provide ongoing technical assistance and support to ECE classrooms trained on CEC.	15 preschool classrooms for 30 preschool teachers/staff
2. Teach 9 nutrition-based and 10 gardening-based Nutrition Classroom Lessons, which are 20-minutes each in length, to SNAP eligible preschool children using the CEC nutrition education curriculum. The CEC nutrition education curriculum is designed to encourage healthy eating behaviors and includes physical activity.	800 estimated numbers of unique participants
3. Teach 30-minute <i>Eating Smart • Being Active</i> nutrition education sessions and workshops to SNAP eligible parents at HS, SR, ECE and Summer Meals programs at location specified in target audience. Sessions will be conducted in English and Spanish based on population needs as described above.	64 sessions/workshops for 480 estimated numbers of unique participants with 640 contacts
The following supplemental nutrition activities will be conducted to complement the <i>Eating Smart • Being Active</i> nutrition education sessions and workshops.	
As part of the <i>Eating Smart • Being Active</i> nutrition education sessions and workshops, supplemental nutrition education materials are given to participants during direct education to share and enforce healthy messages within their families. The supplemental nutrition education materials are distributed in English and Spanish. They will be used to encourage fruit and vegetable consumption, implementation of the dietary guidelines, and to share FNS Core Nutrition Messages. The recipes and the nutrition education materials support the goals and key objectives of the <i>Eating Smart • Being Active</i> lessons.	13,000 reach

<p>Recipes are from various sources such as <i>Eating Smart • Being Active</i>, <i>MyPlate for My Family</i> (MPFMF) and SpendSmart extension from Iowa State University https://spendsmart.extension.iastate.edu/recipe/.</p>	
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While the reach of this project component will extend to all target populations and areas described in the Audience section above, a greater focus will be placed on the priority communities in Bridgeport, Hartford, New Haven and Waterbury as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Windham. The priority communities are identified by a Planning Tool using geographic information system (GIS) mapping to identify Connecticut communities with low-income neighborhoods, neighborhoods with low access to healthy food retailers, and small area estimates for childhood obesity. DPH will focus its efforts in New Haven, Hartford and Bridgeport for Fiscal Year 2021. The priority locations and their timing will reinforce the initiatives proposed in the Policy, Systems, and Environmental Changes Section below.

Component 2: Adults/Families

This project component targets SNAP participants, low-income individuals eligible to receive SNAP benefits, other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population (18 years of age and older including adults 60+).

The DPH SNAP-Ed Nutrition Education Team (NET) will include DPH agency staff and registered dietitians, and the **USJ** staff, registered dietitians, and educators. The DPH SNAP-Ed NET provides multi-sectoral nutrition education in a variety of community settings that are frequented by SNAP eligible adults. The project component uses evidence-based education and behavior change strategies to improve overall nutrition and physical activity, as well as to achieve positive obesity prevention and health promotion outcomes for the SNAP eligible adult population. Education provided promotes lifestyle changes through nutrition education sessions, group workshops, and cooking demonstrations that include food tastings and the distribution of healthy recipes. FNS has found that effective health education interventions require both intensity and duration. The program curriculum that will be utilized is based on the USDA's 'MyPlate' which is based on the 2015-2020 Dietary Guidelines⁸ for Americans, the 2008 Physical Activity Guidelines for America,⁹ and the 2012 FNS Core Nutrition Messages.¹⁰ The program uses various modes of delivery and tailors lesson plans to individual population needs (ethnic, cultural, language and social economic status). Each

⁸ 2015-2020 Dietary Guidelines for Americans.

⁹ 2008 Physical Activity Guidelines for Americans.

¹⁰ FNS core messages.

topic has a key message linked to one or more of the 2015-2020 USDA Dietary Guidelines for Americans key recommendations. The workshop and nutrition education sessions content will be based on *Eating Smart • Being Active*, a curriculum developed at Colorado State University and University of California at Davis¹¹ for low income adults and families. The existing *Eating Smart • Being Active* curriculum will be implemented in Fiscal Year 2021 as in-person sessions and workshops, if feasible. The program curriculum has eight different topics that will be used to teach nutrition education workshops and/or nutrition education sessions for adults and/or parents of preschool children. The topics are Get Moving, Plan Shop Save, Fruits and Veggies Half Your Plate, Make Half Your Grains Whole, Build Strong Bones, Go Lean with Protein, Make a Change, and Celebrate! Eat Smart and Be Active. All lesson content is based on the *Eating Smart • Being Active* curriculum, and handouts from the curriculum are also given to the participants to reinforce nutrition messages learned. In addition, handouts from the USDA FNS *MyPlate for My Family* (MPFMF) curriculum¹² will be incorporated as part of the nutrition education reinforcement for this project component. In the event that COVID-19 prohibits in-person delivery of services, online direct nutrition education based on *Eating Smart • Being Active* will be continued from FY2020 and DPH SNAP-Ed will monitor and evaluate online education to ensure participants are meaningfully engaged.

In addition to the existing nutrition education services and activities, the DPH SNAP-Ed NET is planning to create, customize and develop online interactive learning modules. Using the multi-device course content development software, Articulate Storyline 360, the evidence-based curriculum, MyPlate for My Family (MPFMF), will be adapted for an eLearning environment, offering direct education in a virtual format for anytime on-demand learning. The program curriculum has four (4) different topics of discussion: MyPlate Family Meals, How Much Food & Physical Activity?, Vegetables & Fruits – Simple Solutions, and Family Time Active & Fun!; to encourage families to eat fruits and vegetables and participate in physical activity. Supplementing in-person direct education with an online format, provides the target audience with an alternate mode of nutrition and physical activity education.

A health coaching initiative developed by the Michigan Fitness Foundation¹³ will be employed by the USJ. Health coaching skills will be incorporated into the training of all nutrition educators. The individualized health coaching will motivate SNAP-Ed participants to maximize behavior changes. SNAP-Ed clients are invited to participate in the health coaching initiative during direct education and through our partner networks. SNAP-Ed adult participants that participated in the existing *Eating Smart • Being Active* Nutrition Education

¹¹ Eating Smart Being Active.

¹² MyPlate for My Family. Available at: <https://snaped.fns.usda.gov/nutrition-education/fns-curricula/myplate-my-family> Accessed June 19, 2019

¹³ Coaching for Behavior Change Preliminary Evaluation Results from Year 1 (FY 2013). Available at: <http://www.leadershipthatworks.com/DocumentFiles/547.pdf>. Accessed June 20, 2019

Sessions and Workshops in either project component are eligible to participate in the health coaching. Clients participate in six weekly telephonic health coaching sessions that last between 20 and 30 minutes.^{14,15,16,17,18} Key messages concentrate on healthy eating and physical activity as stated in the 2015 USDA Dietary Guidelines for Americans¹⁹ and the 2008 Physical Activity Guidelines for Americans.²⁰ The activities and target numbers are contingent upon resuming in-person delivery of services and will be adjusted as needed to accommodate changes in delivery due to COVID-19.

Main Nutrition Activity	Total Expected # of Participants/Contacts
1. Teach 45-60 minute <i>Eating Smart • Being Active</i> nutrition education workshops (one series consists of four workshops) which incorporate a physical activity and a food demonstration component (as allowed by site/local regulations) to SNAP eligible adults. The nutrition education workshops employ a group discussion approach to engage participants in in-depth discussions of each nutrition education topic. The workshops will be conducted in English and Spanish at WIC offices, CHCs, and other Community Partner locations. Age-appropriate materials and foods will be provided. Recipes that specifically incorporate food provided by WIC and which encompass FNS core messages will be provided to all attendees of SNAP-Ed activities.	30 workshops for 113 estimated numbers of unique participant with 150 contacts
2. Teach 20-minute <i>Eating Smart • Being Active</i> nutrition education sessions (one series consists of four sessions) including food demonstrations (as allowed by site/local regulations) to SNAP eligible adults at partner sites such as WIC offices, CHCs, Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program, and Farmers' Markets.	84 sessions for 630 estimated numbers of unique participant with 840 contacts

¹⁴ Olsen JM, Nesbitt BJ. Health coaching to improve healthy lifestyle behaviors: An integrative review. *Am J Health Promot.* 2010;25(1):e1-e12.

¹⁵ Moore M, Tschannen-Moran B. *Coaching Psychology Manual*. Philadelphia, PA: Lippincott Williams and Wilkins; 2009: 132-147

¹⁶ Arloski M. *Wellness Coaching for Lasting Lifestyle Changes*. Duluth, MO: Whole Person Associates, Inc 2009: 73-84, 156.

¹⁷ Wolever RQ, Simmons LA, Sforzo GA, Dill D, Kaye M, Bechard EM, Southard ME, Kennedy M, Vosloo J, Yang N. A systematic review of the literature on health and wellness coaching: defining a key behavioral intervention in healthcare. *Glob Adv Health Med.* 2013;2(4):38-57.

¹⁸ Healthcare Intelligence Network. *Guide to Health Coaching*. Sea Girt, New Jersey: 2016.

¹⁹ 2015 USDA Dietary Guidelines for Americans.

²⁰ 2008 Physical Activity Guidelines for Americans.

3. Deliver individualized health coaching by telephone for SNAP-Ed participants. Individual sessions provide the intensity and duration needed for those clients who are motivated to maximize behavior changes. A session consists of 30-minutes of telephonic individualized health coaching. Sessions will be conducted weekly for six weeks (six sessions total) to work on achieving individual goals set for each participant.	30 participants with 180 contacts
The following supplemental nutrition activities will be conducted to complement the <i>Eating Smart • Being Active</i> nutrition education sessions and workshops.	
As part of the <i>Eating Smart • Being Active</i> nutrition education sessions and workshops, supplemental nutrition education materials are given to participants during direct education to share and enforce healthy messages within their families. The supplemental nutrition education materials include healthy recipes and nutrition education materials in both English and Spanish. They will be used to encourage fruit and vegetable consumption, implementation of the dietary guidelines, and to share FNS Core Nutrition Messages. The recipes and the nutrition education material support the goals and key objectives of the <i>Eating Smart • Being Active</i> lessons. Recipes are from various sources such as <i>Eating Smart • Being Active</i> , <i>MyPlate for My Family</i> (MPFMF) and <i>SpendSmart</i> from Iowa State University.	20,000 reach

The DPH SNAP-Ed NET will expand the multi-sectoral nutrition education provided in a variety of community settings to SNAP eligible adults. The DPH SNAP-Ed NET will continue collaborations with organizations such as the Connecticut Food Policy Council and local food policy councils, End Hunger Connecticut!, Food Share, the Connecticut Food Bank and local food banks/pantries, Preschool Health Advisory Committees, the Connecticut Office of Early Childhood, the UConn Rudd Center for Food Policy and Obesity, the Connecticut State Department of Education, the New England Head Start Training and Technical Assistance Network, Child Health and Development Institute, local health departments, YMCAs, Boys and Girls Clubs, and other relevant community organizations and agencies. These collaborations will increase and/or expand opportunities to promote awareness, provide nutrition education, and encourage sustainable environmental change strategies. This will also be accomplished through the DPH SNAP-Ed NET's active involvement on various community-based boards, committees, and councils.

The DPH – Preschool, Families, and Community Project incorporates key messages consistent with Connecticut's State SNAP-Ed Plan, the 2015-2020 Dietary Guidelines for

Americans, 2012 FNS messages, 2008 Physical Activity Guidelines, and *MyPlate* recommendations. The general purpose is to develop healthy eating habits in preschool children: set a good example, offer a variety of foods, start with small portions, help them know when they've had enough, follow a meal and snack schedule, make mealtime a family time, cope with a picky eater, help them try new foods, and make food fun.

Key Messages for Eating Smart • Being Active:

- Make half your plate fruits and vegetables
- Switch to nonfat or 1% dairy (adults, children 2 or older)
- Make at least half your grains whole
- Vary your protein to include lean protein sources
- Reduce sodium intake
- Think your drink (choose water instead of sugary drinks)
- Eat the right amount of calories for you (enjoy your food, but eat less and avoid oversized portions)
- Be physically active at least 60 minutes most days of the week for children and at least 30 minutes most days of the week for adults
- Practice food safety
- Eat healthy on a limited budget

Policy, Systems, and Environmental Changes

The project's policy, systems, and environmental change (PSE) strategies will be supported through the DPH SNAP-Ed staff's collaborations with the staff of **USJ** and community partners. This team works to improve the nutrition and physical activity levels of individuals, children, adults and families by coordinating PSE interventions with community-based organizations that focus on childhood obesity reduction and improving nutrition and physical activity.

DPH will support expansion of nutrition and physical activity related policies to organizational settings. It has been found that providing examples of PSE strategies and resources can help influence organizations to change their policies to incorporate healthy eating and physical activity into their client's lives. This effectively changes the environment of these organizations. Examples include: food policy councils, End Hunger Connecticut!, Food Share Hunger Action Teams, Connecticut Food Bank, Preschool Health Advisory Committees, and other related community partners. Collaboration with these agencies involves shared communication and coordination of programming to support efforts and influence policy that promotes healthy eating and physical activity.

For FY 2021, DPH will be conducting three PSE initiatives: 1) Coordinated Approach to Child Health (CATCH) Early Childhood (CEC), 2) Go Nutrition and Physical Activity Self-

Assessment for Child Care (Go NAPSACC), and 3) Breastfeeding Friendly Child Care Recognition Program (BFCCR). The details of each initiative are described below.

Coordinated Approach to Child Health (CATCH) Early Childhood (CEC)

Modeled after the nationally recognized Coordinated Approach to Child Health (CATCH) Program (grades K-12), CATCH Early Childhood (CEC) is an obesity prevention intervention designed to increase physical activity and promote healthy eating in children ages 3-5.²¹ CEC is delivered over the course of a school year through direct nutrition education and PSE approaches at center-based Early Care and Education (ECE) classrooms, providing children an environment where physical activity, health education, gardening and healthy eating behaviors are valued, demonstrated and taught.²² ECE staff are given the information and tools they need to successfully implement CEC at their sites through hands-on training, supportive materials, and technical assistance. During Fiscal Year 2020, DPH SNAP-Ed sponsored a three-day CEC training conducted by a master trainer from CATCH. The CEC training included 1) a two-day CEC Training Academy to train CEC trainers, which included DPH SNAP-Ed staff and interested ECE staff and 2) a one-day CEC implementation training for DPH SNAP-Ed staff as well as the CEC teams from 14 ECE sites. For Fiscal Year 2021, DPH SNAP-Ed will implement CEC in 15 center-based ECE classrooms located within the priority towns and communities identified in the state's needs assessment. Each of the selected ECE classrooms will identify a two-person CEC team, consisting of one administrator and one lead or senior teacher, who will coordinate CEC implementation. Each participating ECE classroom will be provided a CEC Kit which consists of the *"It's Fun to Be Healthy"* teacher's manual, hand puppets, a CEC physical activity box, and the CEC coordination guide. The manual, hand puppets, and physical activity box provide the following resources and tools needed to conduct nutrition education in the classroom and to support school-wide environmental change activities:

- nutrition-based and gardening-based classroom lessons to encourage healthy eating behaviors
- activity cards with music to promote physical activity
- parent tip sheets that provide a home-based coloring activity, additional nutrition and physical activity information, and recipe ideas for parents
- extension activities aimed at promoting repetition of nutrition messages

²¹ CATCH Early Childhood (CEC). 2018.

²² Cheryl, P., Guy, P. and Deanna, H. 2018. Catch Early Childhood Coordination Guide. Making the Healthy Choice the Easy Choice. Available at:

<https://digitalcatchprod.s3.amazonaws.com/uploads/attachment/production/file/642/catch-early-childhood-coordination-toolkit-1st-edition-nov-2016.pdf> Accessed 19 Jun. 2019.

- curriculum connectors to extend lessons into other learning areas such as language, math, and science
- an adaptive learning component to meet the needs of children with physical or learning disabilities
- stretching exercises to allow children to cool-down and transition back to classroom learning
- a music CD that keeps the class motivated, moving, and having fun

The CEC Coordination Guide provides step-by-step guidance on integrating wellness efforts throughout the school and into the community to facilitate environmental changes. The guide is organized into six bimonthly themes (every other month) and outlines a variety of activities designed to engage all members of the school community, supplement the topics taught in the classroom, and deliver consistent messaging about healthy lifestyles.²³ Activities include posting a bulletin board using included signage; sending home parent tip sheets, recipes, and newsletters; hosting a family event; planning staff wellness activities; and more.

The focus of CEC is to make the healthy choice the easy choice. The following provides an overview of the CEC nutrition and physical activity standards that ECE sites are encouraged to reach to become a “CATCH MVP School.” Key messages support these overall standards.

A CATCH MVP School:²⁴

- Creates schedules so students can get 30 or more minutes of structured moderate to vigorous physical activity during the school day.
- Supports and promotes the importance of physical activity through posted signage, ongoing messages to teachers and communication with parents.
- Encourages families to devote 30 minutes or more of daily physical activity at home.
- Encourages students to eat fruits and vegetables every day.
- Promotes the consumption and availability of healthy GO (low-calorie, least processed) foods.
- Restricts, or strictly limits, the availability and consumption of WHOA (high-calorie, low-nutrition) foods at school.
- Promotes the benefits of drinking water or fat-free milk instead of sweetened beverages.

²³ Cheryl, P., Guy, P. and Deanna, H. 2018. Catch Early Childhood Coordination Guide. Making the Healthy Choice the Easy Choice. Available at:

<https://digitalcatchprod.s3.amazonaws.com/uploads/attachment/production/file/642/catch-early-childhoodcoordination-toolkit-1st-edition-nov-2016.pdf> Accessed 19 Jun. 2019.

²⁴ Cheryl, P., Guy, P. and Deanna, H. 2018. Catch Early Childhood Coordination Guide. Making the Healthy Choice the Easy Choice. Available at:

<https://digitalcatchprod.s3.amazonaws.com/uploads/attachment/production/file/642/catch-early-childhoodcoordination-toolkit-1st-edition-nov-2016.pdf> Accessed 19 Jun. 2019

- Supports and promotes the importance of eating healthy through posted signs, ongoing messages to teachers and communication with parents. Practice healthy habits.
- Nurtures a belief that school staff should model healthy behaviors.
- Creates school policies that promote and raise standards about health and wellness.
- Encourages students and parents to reduce sedentary activity by limiting TV to no more than one hour per weekday and two hours a day on weekends.
- Urges students to eat a healthy breakfast every day and get nine to ten hours of sleep each night.

DPH SNAP-Ed will expand CEC implementation in FY 2021 to increase the reach and impact of the intervention by recruiting 15 ECE classrooms to participate. DPH SNAP-Ed will be responsible for coordinating the CEC training, offered in-person on two separate training dates and/or online in FY 2021 to accommodate the expanded number of classrooms to be included in the intervention. CEC classrooms will be recruited from those that have participated in the Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC) intervention described later in an effort to facilitate a multi-faceted approach to obesity prevention or from the wide network of ECE partners statewide.

Total Expected # of HS, SR, and ECE Classrooms	Total Expected # of Estimated Reach
15	900

Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC)

Go NAPSACC is a PSE intervention that targets ECE sites to ensure policies and practices help preschool children (0-5 years old) establish healthy habits for life. Go NAPSACC offers an evidence-based online platform that facilitates efficient delivery of the intervention, which consists of the following critical elements: 1) an organizational self-assessment, 2) goal setting and action planning, 3) resources and materials to put plans into action, 4) technical assistance and consultation, and 5) follow-up and reinforcement.^{25,26} Best practices are grouped into seven modules: Breastfeeding & Infant Feeding, Child Nutrition, Farm to ECE, Oral Health, Infant & Child Physical Activity, Outdoor Play & Learning, and Screen Time. The

²⁵ Center TRT Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC). UNC at Chapel Hill, Center for Health Promotion and Disease Prevention Division of Public Health, NC Department of Health and Human Services. 2014. Available at: http://www.centertrt.org/content/docs/Intervention_Documents/Intervention_Templates/NAPSACC_Template_Updated_April_2014.pdf Accessed 19 Jun. 2019.

²⁶ Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC) 2016. SNAP-Ed Toolkit. Available at: <https://snapedtoolkit.org/> Accessed 19 Jun. 2019.

online toolkit supports ECE sites in implementing Go NAPSACC best practices and provides DPH staff access to ECE sites' assessments, action plans, and reports to monitor implementation, identify technical assistance needs, and measure change.

Go NAPSACC is being launched statewide in Connecticut through funding from the Centers for Disease Control and Prevention State Physical Activity and Nutrition Program (SPAN), Cooperative Agreement DP18-1807. The DPH SNAP-Ed is using the Go NAPSACC platform to ensure consistency with statewide initiatives and leverage funding to expand the reach and impact of DPH initiatives. Sites recruited to participate in Go NAPSACC through DPH SNAP-Ed will be provided technical assistance ~~by DPH SNAP-Ed staff~~ as described below.

To leverage federal resources and increase reach and impact, DPH SNAP-Ed is integrating services provided through SNAP-Ed and SPAN to promote one cohesive initiative for child care providers. This includes partnering with the Regional Education Service Center Alliance (RESC Alliance) for the provision of Go NAPSACC technical assistance to participating ECE sites. The DPH SNAP-Ed staff will provide oversight, training, and technical assistance to the RESC Alliance, ensuring statewide Go NAPSACC implementation targets SNAP eligible locations and center-based ECE sites located within priority towns and communities, as identified in the state's needs assessment. ~~implement Go NAPSACC in center-based ECE sites located within priority towns and communities as identified in the state's needs assessment.~~ The Go NAPSACC implementation period is expected to range from 6 to 9 months in duration to complete one to two of the modules. Each participating ECE site will initially complete an organizational self-assessment, the central component of Go NAPSACC. The ~~GO~~ Go NAPSACC assessment tools measure policy, practices, and environments within each module to identify the site's strengths and limitations. Following the self-assessment, ~~DPH SNAP-Ed RESC Alliance~~ staff will work with each ECE site to identify goals and develop an action plan for improving nutrition and physical activity practices based on limitations identified in the assessment.²⁷ As sites begin to implement their action plans, ~~DPH SNAP-Ed staff RESC Alliance staff~~ will provide technical assistance as needed, which may include staff training.

~~DPH SNAP-Ed staff RESC Alliance staff~~ will promote problem solving and assist staff with making organizational-level changes through the provision of targeted technical assistance. In addition, ~~DPH SNAP-Ed and RESC Alliance staff will provide~~ ECE sites ~~will receive~~ support ~~to identifying~~ community resources such as connections to SNAP-Ed parent workshops and the breastfeeding-friendly child care training and toolkit described in other parts of the plan. Each ECE site will receive a minimum of five hours in-person or remote technical assistance and follow-up support as needed. At the end of implementation period,

²⁷ Center TRT Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC).

participating ECE sites will complete the assessment tools again to evaluate progress, revise and repeat the process, and identify future implementation needs.

The Go NAPSACC intervention provides ECE sites with the best practice standards in each module. These standards include, but are not limited to:

- Offering fruits and vegetables without added sugars or added fats
- Serving healthier beverages, making water easily accessible and available
- Providing culturally appropriate menus with a variety of foods
- Role modeling healthy behaviors and participating in supportive feeding practices
- Providing nutrition and physical activity education to staff, children, and families
- Creating policies to support nutrition, breastfeeding, physical activity, etc.
- Providing preschool children with at least 120 minutes of physical activity (including structured and unstructured) and not withholding active time for misbehavior
- Making a wide variety of play equipment available both indoors and outdoors
- Limiting screen time

DPH SNAP-Ed, in partnership with the RESC Alliance, will promote creation and adoption of policies to support systems or environmental changes through the delivery of the Go NAPSACC intervention. In an effort to expand implementation and increase the reach and impact, DPH will implement Go NAPSACC in 10 ECE sites in FY 2021.

Total Expected # of HS, SR, and ECE Sites	Total Expected # of Estimated Reach
10	600

Breastfeeding Friendly Child Care Recognition Program

DPH SNAP-Ed staff, in partnership with the State WIC program and the Connecticut Breastfeeding Coalition (CBC), will advance breastfeeding in its programming through the development and promotion of a statewide Breastfeeding Friendly Child Care Recognition (BFCCR) program. The BFCCR program is based on evidence-based breastfeeding support strategies as recognized in the Surgeon General's Call to Action to Support Breastfeeding and the Centers for Disease Control and Prevention's (CDC) Strategies to Prevent Obesity and Other Chronic Diseases: The CDC Guide to Strategies to Support Breastfeeding

Mothers and Babies.^{28,29} The BFCCR program aims to increase breastfeeding duration rates, community breastfeeding support, and compliance with state and federal lactation accommodation law in ECE sites. DPH SNAP-Ed will assist with the development of the BFCCR program, and conduct key activities including assisting with the development of lactation policies and practices at ECE sites that either employ or serve the SNAP eligible population.

In addition, DPH SNAP-Ed staff, in collaboration with the State WIC program, will continue to support and promote the “It’s Worth It!” breastfeeding campaign. Based on the Ten Steps to Successful Breastfeeding, It’s Worth It! is an existing statewide breastfeeding campaign developed by the State WIC program in collaboration with the CT Breastfeeding Coalition and DPH State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risks Factors and Promote School Health (SHAPE) grant staff. On-going communications and shared materials help ensure consistency of breastfeeding messages, avoid duplication, and enhance the educational opportunities for WIC clients, who are also SNAP eligible.

Key Messages:

It’s Worth It!

- Make a Plan – communicate your breastfeeding goals with your family, friends and health care providers
- Skin to Skin and Rooming-in are two important hospital maternity care practices
- Community Support – everyone has role in breastfeeding support; identify your support system early
- Make it Work – Plan and prepare ahead for a successful return to work or school

BFCCR

- Have a written breastfeeding policy that is routinely communicated to all ECE staff
- Welcome on-site breastfeeding
- Make a private space available for breastfeeding or pumping
- Train all staff in the skills necessary to implement the policy
- Provide families with information about breastfeeding support and protocols of the site
- Connect families to community-based resources or support groups as needed

²⁸ U.S. Department of Health and Human Services. The Surgeon General's Call to Action to Support Breastfeeding. Washington, DC: U.S. Department of Health and Human Services, Office of the Surgeon General; 2011.

²⁹ U.S. Department of Health and Human Services. Overweight & Obesity Prevention Strategies & Guidelines. Washington, DC: U.S. Department of Health and Human Services, Division of Nutrition, Physical Activity, and Obesity; 2018.

In FY 2020, DPH SNAP-Ed staff, in collaboration with the State WIC program, the CBC, and other statewide partner organizations and listservs, began recruitment of ECE sites for participation in the BFCCR program using a newly developed recruitment flyer. In addition, updates were made to the center and family provider toolkits in English and Spanish to reflect updates to national best practices. DPH SNAP-Ed staff will provide oversight, training, and technical assistance to the RESC Alliance, ensuring SNAP eligible locations are targeted, and that work with recruited ECE sites and other community partners, receive to distributed the BFCCR program toolkits as well as It's Worth It! materials to expand statewide reach of the BFCCR project. In FY 2021, two ECE sites will be recruited to participate in the BFCCR program. These sites will be provided with the toolkits developed in FY 2019, and will receive in-person or remote targeted technical assistance for achieving BFCCR status. Technical assistance will include developing breastfeeding policies, facilitating staff training, connecting programs to community resources, and working with staff to overcome barriers to implementation of program requirements.

Total expected # of HS, SR, and ECE Sites	Total expected # of Estimated Reach
2	125

Evidence Base:

Multi-component nutrition education strategies will increase a person's nutrition knowledge and self-efficacy which is instrumental to making healthy lifestyle behavior changes. Effective health education interventions require both intensity and duration – such as a series of interactive workshops that include healthy cooking – to increase the likelihood of positive, permanent behavior change. For instance, studies have found that parents have a desire to attend nutrition education workshops on the following topics: what to purchase, how to cook healthier foods, how to encourage their children to eat healthier, and how to read food labels.³⁰ Additionally, WIC clients reported facilitated group discussions and cooking classes as preferred methods of nutrition education.³¹ To help clients make behavior changes, the SNAP-Ed curricula include easy steps to initiate healthy eating habits in clients' busy lives by explaining the components of a healthy diet, improving shopping skills, and demonstrating how to serve healthy meals. For many people it is difficult to make changes to their diet. Social Cognitive Theory has demonstrated that self-efficacy (a person's belief or confidence in his or her ability to execute a given behavior) is a strong predictor of later

³⁰ Slusser W, Prelip M, Kinsler J, Erausquin JT, Thai C, Neumann C. Challenges to parent nutrition education: a qualitative study of parents of urban children attending low-income schools. *Public health nutrition*. 2011;14:1833-1841.

³¹ Birkett D, Johnson D, Thompson JR, Oberg D. Reaching low-income families: focus group results provide direction for a behavioral approach to WIC services. *J Am Diet Assoc* 2004;104:1277-1280.

success across a variety of different situations.³² When a person experiences a positive change, they are more willing to persist longer and try harder to change behavior.³³ There is evidence that providing nutrition education improves the diet quality of low-income households.^{34,35} Education sessions that are interactive, hands-on, and incorporate food are effective with adult learners.³⁶ Consumers modify their food choices in response to scientific information linking diet and health.³⁷ The use of nutrition education sessions, which includes food tastings, increases the understanding and the retention of nutrition information³⁸, and increases participants' interest in food and cooking.³⁹ Cooking classes, demonstrations, or tasting events with recipes can be effective ways to increase self-efficacy in preparing healthy foods which improves the likelihood that the client will be able to follow through with the behavior change.⁴⁰

Eating Smart • Being Active

The *Eating Smart • Being Active* curriculum is based on the 2015-2020 Dietary Guidelines for Americans and *MyPlate*, both of which are based on the most current research in food and nutrition. Teaching methodologies in *Eating Smart • Being Active* are based upon the Social Cognitive Theory and adult learning principles. Nutrition educators using *Eating Smart • Being Active* give low income parents the knowledge and skills needed to choose healthy foods, keep foods safe to eat, increase their level of physical activity, and stretch their food resources further increasing their level of food security.⁴¹ Supplemental activities such as relevant and practical education materials⁴² and nutrition education sessions reinforce the nutrition messages. The *MyPlate for My Family (MPFME) MPFME* curriculum developed by USDA FNS is a *MyPlate* resource that supports SNAP-Ed nutrition education and obesity

³² Glanz K, Rimer BK, Viswanath K, eds. *Health Behavior and Health Education 4thed.* San Francisco, CA: John Wiley & Sons, Inc.; 2008

³³ Guthrie JF, Variyam JN. Nutrition information can it improve the diets of low-income households? *USDA Economic Research Service.* 2007.

³⁴ Ibid.

³⁵ Hersey J, Anliker J, Miller C, Mullis RM, Daugherty S, Das S, Bray CR, Dennee P, Sigman-Grant M, Thomas HO. Food shopping practices are associated with dietary quality in low-income households. *JNE.* 2001;33:S16-S26.

³⁶ Manilla B, Keller HH. Food tasting as nutrition education for older adults. *Can J Diet Prac Res.* 2010;71:99-102.

³⁷ Guthrie JF, Variyam JN.

³⁸ Colapinto C, Malaviarachchi D. Paint your plate: effectiveness of a point-of-purchase display. *Can J Diet Prac Res.* 2009;70:(2):66-71.

³⁹ Manilla B, Keller HH.

⁴⁰ Hildebrand DA, Betts NM. Assessment of stage of change, decisional balance, self-efficacy, and use of processes of change of low-income parents for increasing servings of fruits and vegetables to preschool-aged children. *J NutrEduc and Behav.* 2009;41:110-119.

⁴¹ Eating Smart Being Active.

⁴² Harmon AH, Grim BJ, Gromis JC. Improving nutrition education newsletters for the food stamp eligible audience. *Health PromotPract* 2007 Oct;8(4):394-402.

prevention efforts. The curriculum is based on recommendations from the Dietary Guidelines for Americans. It is targeted to parents and caregivers who are SNAP participants or eligible for SNAP, and play a key role in planning, purchasing and preparing food for their families.⁴³

Handouts from *MPFMF* for each lesson topic will be used to further help participants understand relevant Dietary Guidelines recommendations for a healthier lifestyle. These handouts provide information about the amount of food to eat each day from each food group; tips on buying foods on a budget; making small, simple changes; motivating children to eat healthier foods; and being physically active every day.⁴⁴ Telephone coaching has been shown to improve health behavior, self-efficacy and health status, and provides a cost effective method of access to this service.⁴⁵ Health coaching skills will be incorporated into the training of all nutrition educators. These skills which include eliciting client engagement, active listening, affirmation, and moving to action have been shown to promote clients' behavior change.⁴⁶ These skills will then be incorporated by educators in all settings (workshops and nutrition education sessions, etc.).

Coordinated Approach to Child Health Early Childhood (CEC)

The CEC is a community health program classified by the SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States as a “research-tested” obesity prevention intervention.⁴⁷ CEC aligns with the CDC’s Whole Community, Whole Child (WSCC) model, an effective model for achieving national health goals which promotes a school-wide approach with a focus on the individual child, and acknowledges learning, health, and the school as being a part of the local community.^{48,49,50} The key to the CEC and WSCC alignment is the CEC coordination of wellness efforts across the school campus and into the community.⁵¹

⁴³ USDA SNAP-Ed Connection. <https://snaped.fns.usda.gov/nutrition-education/fns-curricula/myplate-my-family>. Accessed on June 19, 2019.

⁴⁴ USDA SNAP. <https://snaped.fns.usda.gov/sites/default/files/documents/EducatorsHandbook.pdf>. Accessed on June 19, 2019.

⁴⁵ Dennis SM, Harris M, Lloyd J, Davies GP, Faruqi N, Zwar N. Do people with existing chronic conditions benefit from telephone coaching? A rapid review. *Australian Health Review*. 2013; 37: 381-388.

⁴⁶ Lipscomb R. Health coaching: a new opportunity for dietetics professionals. *Journal of the American Dietetic Association*. 2007; 107: S14-S16.

⁴⁷ CATCH Early Childhood (CEC).

⁴⁸ Idid.

⁴⁹ How CATCH aligns with the WSCC Model. 2018. Available at: <http://catchinfo.org/wp-content/uploads/2016/03/CATCH-alignment-with-WSCC-model.pdf> Accessed 19 Jun. 2019

⁵⁰ Michael SL, Merlo CL, Basch CE, Wentzel KR, Wechsler H. Critical connections: health and academics. *J Sch Health*. 2015; 85: 740-758.

⁵¹ How CATCH aligns with the WSCC Model.

CEC has been successfully implemented in over 1,000 child care programs throughout the country⁵² and has been found to produce positive health behavior outcomes in young children.^{53,54} Studies evaluating the effectiveness of CEC have shown an increase in moderate to vigorous physical activity and fruit and vegetable intake among children, a reduction in whole milk intake in favor of low-fat or skim milk, an increase in the serving of fruits and vegetables during snack time, and a decrease in childhood overweight and obesity.^{55,56,57,58,59} In addition, CEC has been tested in sites which service a large majority of children from low-income households, indicating the potential for similar success in Connecticut's SNAP-Ed target audience.⁶⁰

The CEC intervention provides children an environment where physical activity, health education, gardening and healthy eating behaviors are valued and taught. The Community Preventive Services Task Force highlights that regular exposure to fruits and vegetables in childhood can result in an increased consumption.⁶¹ Specifically, gardening-based interventions, such as incorporation of garden-based lesson plans in the classroom, have shown to increase children's willingness to try and preference for fruits and vegetables.⁶² The CEC program also emphasizes family involvement through education and support for families to incorporate physical activity and nutrition into the home routine to promote consistent messaging between the home and school environments. Research has shown that parent engagement in school activity is associated with better student behavior,

⁵² CATCH Early Childhood (CEC).

⁵³ Michael SL, Merlo CL, Basch CE, Wentzel KR, Wechsler H.

⁵⁴ CATCH Early Childhood Evidence Summary. 2018. Available at: http://catchinfo.org/wp-content/uploads/2014/10/CEC_evidence-summary-copy.pdf Accessed 19 Jun. 2019.

⁵⁵ Ibid.

⁵⁶ Sharma S, et al. The CATCH Early Childhood program increases moderate-to- vigorous physical activity among low-income preschoolers: results from a pilot study. 2014. Under review.

⁵⁷ Sharma SV, Chuang R, Rahman G. Results of pilot testing CATCH Early Childhood in Head Start preschoolers in Texas [abstract]. In: ISBNPA 2012 Oral Sessions. 2012; p145.

⁵⁸ Dunn Carver M, Pope L, Dana G, Dorwaldt A, Flynn B, Bunn J, Harvey-Berino J. (2013). Evaluation of a teacher-led physical activity curriculum to increase preschooler physical activity. Open Journal of Preventive Medicine. 2013; 3(1):1415-147.

⁵⁹ Sharma S, Chuang R, Hedberg, A. M. Pilot-testing CATCH Early Childhood: a preschool-based healthy nutrition and physical activity program. American Journal of Health Education. 2011; 12(1):125-23.

⁶⁰ CATCH Early Childhood Evidence Summary.

⁶¹ Guide to Community Preventive Services. TFFRS - Nutrition: Gardening Interventions to Increase Fruit and Vegetable Consumption Among Children. <https://www.thecommunityguide.org/content/tffrs-nutrition-gardening-interventions-increase-fruit-and-vegetable-consumption-among-children>. Page last updated: March 27, 2018.

Page accessed: June 19, 2019

⁶² Ibid.

increased academic achievement and makes students more likely to avoid unhealthy and risky behaviors.⁶³

Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC)

Go NAPSACC is a research-tested obesity prevention intervention designed to enhance nutrition and physical activity practices in ECE sites.^{64,65} Go NAPSACC primarily addresses the interpersonal and organizational levels of the socioecological model.⁶⁶ Using constructs of Social Cognitive Theory, Go NAPSACC is delivered through direct nutrition education and PSE approaches focused on improving the nutritional quality of food served, amount and quality of physical activity, provider-child interactions around food and physical activity, educational opportunities for children, parents, and providers, and program policies related to nutrition and physical activity.⁶⁷

Go NAPSACC has been implemented in at least 30 states and internationally.⁶⁸ During research trials, facilities randomly selected to implement the intervention, and which completed most or all of the intervention components, improved their nutrition and physical activity policies and practices and showed a statistically significant increase in total child care nutrition and physical activity environment scores when compared to control facilities.⁶⁹

Breastfeeding Friendly Child Care Recognition Program

Research has shown that breast milk is the optimal source of nutrition for infants and provides protective health benefits including reduced risk of childhood overweight and obesity.^{70,71} The Academy of Pediatrics recommends that infants be fed breast milk exclusively for the first 6 months after birth and should continue to receive breast milk with the addition of complementary solids until the child's first birthday, or as long as mutually desired by mother and child.⁷² In CT, 84.9% of mothers initiate breastfeeding, while only

⁶³ Centers for Disease Control and Prevention. Parent Engagement: Strategies for Involving Parents in School Health. Atlanta, GA: U.S. Department of Health and Human Services;

2012. https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf

⁶⁴ Center TRT Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC).

⁶⁵ Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC) 2016.

⁶⁶ Center TRT Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC).

⁶⁷ Ibid.

⁶⁸ Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC) 2016

⁶⁹ Yarber L, Brownson CA, Jacob RR, Baker EA, Jones E, Baumann C, et al. Evaluating a train-the-trainer approach for improving capacity for evidence-based decision making in public health. BMC Health Serv Res. 2015;15, 547. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4676893/>

⁷⁰ U.S. Department of Health and Human Services. The Surgeon General's Call to Action to Support Breastfeeding.

⁷¹ U.S. Department of Health and Human Services. Overweight & Obesity Prevention Strategies & Guidelines

⁷² American Academy of Pediatrics. (2012). Breastfeeding and the use of human milk. Pediatrics, 129(3), e827–e841. <http://pediatrics.aappublications.org/content/129/3/e827> Accessed June 19, 2019.

26.1% of those continue through 6 months and only 33% continue throughout the first year.⁷³

There are multiple factors that influence a woman's decision to start and continue breastfeeding. For example, lack of access to competent professional care or peer support, inadequate breastfeeding education and information, unsupportive maternity care practices, and early returning to work.⁷⁴ With 57% of all mothers with infants employed, and nearly 70% of children under the age of 6 in center-based child care, ECE sites are a critical component of a family's breastfeeding support system.^{75,76} ECE providers influence the lives and health of their families and are an important source of support for breastfeeding mothers.

The CDC's Strategies to Prevent Obesity and Other Chronic Diseases: The CDC Guide to Strategies to Support Breastfeeding Mothers and Babies includes 9 community-based strategies to increase breastfeeding rates and improve outcome measures.⁷⁷ Strategy 6 highlights the importance of supporting breastfeeding in ECE sites. In addition to ensuring the safe handling, storage and appropriate feeding of breast milk through staff training and site policies, ECE support for mothers may also include welcoming mothers to breastfeed on-site and providing a private space to do so as requested.^{78,79} In addition, ECE sites can provide families with print materials and resources that communicate site's policies and procedures and the benefits of breastfeeding, or connect mothers to breastfeeding services located within the community so they do not wean their infants prematurely.⁸⁰

Implementation of these types of ECE based breastfeeding support practices have shown to be effective. A longitudinal study that followed mothers from the third trimester until children were age 1 year, found that breastfeeding at 6 months was significantly associated with

⁷³ Centers for Disease Control and Prevention. National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition, Physical Activity, and Obesity. Data, Trend and Maps [online]. <https://www.cdc.gov/nccdphp/dnpao/data-trends-maps/index.html> Accessed June 19, 2019.

⁷⁴ Centers for Disease Control and Prevention. Strategies to Prevent Obesity and Other Chronic Diseases: The CDC Guide to Strategies to Support Breastfeeding Mothers and Babies. Atlanta: U.S. Department of Health and Human Services; 2013.

⁷⁵ Ibid.

⁷⁶ Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECP- NHES:2005). National Center for Education Statistics Web site. http://nces.ed.gov/programs/digest/d09/tables/dt09_044.asp. Accessed June 19, 2019.

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs. 3rd ed. Elk Grove Village, IL: American Academy of Pediatrics; 2011. <https://nrckids.org/CFOC>. Accessed June 20, 2019.

⁸⁰

support from ECE providers to feed expressed breast milk to infants and allow mothers to breastfeed on-site before or after work.⁶ A survey that addressed five questions about breastfeeding support found that mothers who said they received all five of the supports were three times as likely to be breastfeeding at 6 months as mothers who said they received less than three supports.⁸¹

Key Performance Indicators (KPIs):

The Preschool, Families, and Community Project participants will improve their knowledge, skills, and self-efficacy regarding the identified key messages. The implementation and performance measures listed below will be collected to evaluate the project.

Train-the-trainer, Coordinated Approach to Child Health Early Childhood (CEC)

- Number of ECE classrooms that participated in CEC training
- Number of ECE teachers/staff that attended CEC training
- Number of preschool children reached/impacted as result of efforts implemented through the CEC training

Nutrition Classroom Lessons

- Number of preschools/classrooms that taught nutrition lessons in their classrooms using the CEC nutrition education curriculum
- Number of preschool children that received nutrition education through Nutrition Classroom Lessons
- Number and type of lessons taught in the classroom using the CEC nutrition education curriculum
- Number of minutes preschoolers spent on physical activity

Eating Smart • Being Active nutrition education workshops and nutrition education sessions for families of preschool children and adults/families

- Number of nutrition education workshops conducted
- Number of nutrition education sessions conducted
- Number of preschools, WIC offices, Community Health Centers, and Community Partner Locations that participated in the nutrition education workshops and nutrition education sessions
- Number of participants in the nutrition education workshops and nutrition education sessions
- Percent of participants that report increased knowledge that half of their plates should be fruits and vegetables

⁸¹ American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.

- Percent of participants that report increased knowledge that half of their grains should be whole grains
- Percent of participants that report increased knowledge that they should include food from all five food groups every day
- Percent of participants that report increased knowledge that adults should get at least 30 minutes of physical activity per day
- Percent of participants report that they are confident to include all 5 food groups in their meals every day
- Percent of participants report that they are confident to increase their fruits and vegetables consumption by 1 cup per day
- Percent of participants report that they are confident to replace sugar-sweetened beverage with water
- Percent of participants report that they are confident to replace refined grains with whole grains food daily
- Percent of participants report that they are confident to switch to low-fat dairy
- Percent of participants report that they are confident to reduce their sodium/salt intake
- Percent of participants report that they are confident to increase their physical activity
- Percent of participants report that they are confident to replace high fat meat/protein with a lean source of protein in their meals
- Percent of participants report that they increased their consumption of fruits and vegetables by half of a cup or more
- Percent of participants report that they increased their consumption of whole grain food as compared to non-whole grain food
- Percent of participants report that they switched to a lower fat milk
- Percent of participants report that they increased their physical activity by 60 minutes per week
- Percent of participants report that they increased the number of days where they usually include food from all five food groups in their diet
- Percent of participants report that they decreased their sugar-sweetened beverage intake
- Percent of participants report that they decreased consumption on fatty proteins
- Percent of participants report that they decreased salt/sodium intake
- Percent of participants report that they increased the frequency of using food safety practices at home
- Percent of participants report that they increased the frequency of using strategies to stretch their food dollars at the grocery store
- Percent of participants report that they increased the likelihood of using “Nutrition Facts” on the food label to make healthier food purchases

Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC)

- Number of ECE centers/sites that participated in Go NAPSACC training

- Number of ECE teachers/staff that attended/impacted by Go NAPSACC training
- Number of ECE centers/sites that completed an organizational self-assessment
- Number of preschool children reached/impacted as result of efforts implemented through the Go NAPSACC training
- Percentage change in ECE centers/sites meeting best practice standards as outlined in the Go NAPSACC modules

Breastfeeding Friendly Child Care Recognition (BFCCR)

- Number of ECE centers/sites that participated in BFCCR training
- Number of ECE teachers/staff that attended BFCCR training
- Number of target audience reached/impacted as result of efforts implemented through the BFCCR training

Use of Existing Educational Materials:

This project utilizes the existing *Eating Smart • Being Active* curriculum, Coordinated Approach to Child Health (CATCH) Early Childhood (CEC), and Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC) to teach nutrition education to preschoolers and their families.

Eating Smart • Being Active

The *Eating Smart • Being Active*, in English and Spanish, is a nutrition education, healthy lifestyles curriculum for low income adults including those with young children developed at Colorado State University and University of California at Davis. The lesson plans of *Eating Smart • Being Active* are detailed and appropriate for use by nutrition educators when teaching low income families about healthy lifestyle choices. The curriculum consists of eight core lessons. The information included in *Eating Smart • Being Active* is based on the latest research in health and nutrition from the 2015-2020 Dietary Guidelines for Americans and *MyPlate*. Each topic has a key message linked to one or more of the 2015-2020 USDA Dietary Guidelines for Americans key recommendations. All participant materials are available in English and Spanish.

The authors of *Eating Smart • Being Active* utilized the Social Cognitive Theory as well as adult learning principles when developing the curriculum. These principles of adult learning are incorporated throughout the curriculum activities and materials. Curriculum activities include facilitated discussion (dialogue-based learning) and hands-on activities such as menu planning. These activities help participants to be actively engaged in the learning process, increasing their retention of the new information and increasing the chances of behavior change. *Eating Smart • Being Active* can be used to teach adults one-on-one or in small group workshops. The curriculum includes:

Lesson Titles and Focus

- Get Moving!: physical activity is part of a healthy lifestyle
- Plan, Shop, Save: how to stretch your food dollars
- Fruits & Veggies - Half Your Plate: how to increase amount and variety of fruits and vegetables
- Make Half Your Grains Whole: identify whole grain foods and why grains are beneficial
- Build Strong Bones: calcium rich foods and weight bearing activity help build strong bones
- Go Lean With Protein: choosing lean sources of protein and how to keep food safe
- Make a Change: choosing foods low in fat, sugar, and salt, and
- Celebrate! Eat Smart and Be Active: review of key concepts and how to involve family in good food choices.

Material Cost:

Eating Smart • Being Active used for the Preschool, Families and Community Project includes purchasing handouts designed specifically for each lesson in the curriculum as listed above. These materials are copyright protected and non-reproducible and therefore, must be purchased. The cost incurred will be approximately \$1,600 per year.

Supplemental materials from approved USDA sources, available in English and Spanish at no cost, are used as needed from the following resources:

- Start Simple with MyPlate: <https://www.choosemyplate.gov/start-simple-myplate>
- ChooseMyPlate www.choosemyplate.gov including ChooseMyPlate for preschoolers www.choosemyplate.gov/preschoolers
- 2015-2020 Dietary Guidelines for Americans: <http://www.cnpp.usda.gov/>
- FNS Core Nutrition Messages: <http://www.fns.usda.gov/core-nutrition/core-nutrition-messages>
- 2008 Physical Activity Guidelines for Americans
<http://www.health.gov/paguidelines/guidelines/summary.aspx>
- SNAP-Ed Nutrition Connection, Resource Library: <http://snap.nal.usda.gov>
- USDA National Agricultural Library, Food and Nutrition information Center:
[www.http://fnic.nal.usda.gov/](http://www.fnic.nal.usda.gov/)
- CDC Fruits & Veggies Matter: <http://www.fruitsandveggiesmatter.gov/index.html>
- National Dairy Council: www.nationaldairycouncil.org
- USDA Know Your Farmer, Know Your Food: <http://www.cnpp.usda.gov/KnowYourFarmer.htm>
- Partnership for Food Safety Education Fight Bac!: <http://www.fightbac.org/>
- Team Nutrition <http://teamnutrition.usda.gov>
- Let's Move! Child Care: <http://www.healthykidshealthyfuture.org/welcome.html>

- Head Start I Am Moving, I Am Learning: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center/healthy-active-living/imil>
- Connecticut State Department of Education: Action Guide for Child Care Nutrition and Physical Activity Policies:
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CCAG_ActionGuide.pdf
- Color Me Healthy: <http://www.colormehealthy.com/>
- MyPlate for My Family: <https://snaped.fns.usda.gov/nutrition-education/fns-curricula/myplate-my-family>

Coordinated Approach to Child Health Early Childhood (CEC)

The CEC curriculum will be incorporated as a classroom lesson resource for teachers. The emphasis will be incorporating the gardening theme as a way of introducing fruits and vegetables to children. Depending on the specific peak seasons, different fruits and vegetables will be discussed. CEC materials were created by CATCH Global Foundation, the University of Texas Health Science Center at Houston and are required for implementation of the CEC intervention. The kit has a teacher manual, hand puppets, a CEC Physical Activity Box, and the CEC Coordination Guide. The kit also contains: hands-on activities, planting activities, nutrition education activities, parent tip sheets, recipes, newsletters, and wellness activities. Materials are copyrighted and must be purchased for use. Each participating ECE site requires one CEC Kit and an online subscription to download additional copies of the curriculum and CEC Coordination Guide. The CEC Kits are available for purchase at www.FlagHouse.com and the downloadable curriculum and CEC Coordination Guide are available at www.CatchInfo.org. Supplemental implementation resources (e.g., books with a nutrition/physical activity focus, music CDs, bean bags, etc.) will be provided throughout the year to support CEC goals and to encourage submission of programmatic reporting. These items are purchased from a variety of state-approved vendors that supply educational materials. The cost incurred will be approximately \$7,500 per year.

Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC)

Go NAPSACC was developed by University of North Carolina Center for Health Promotion and Disease Prevention. Materials necessary for implementation of Go NAPSACC include intervention materials, informational materials, and implementation resources, available on the online platform.

Intervention Materials:

- The self-assessment instrument, with samples
- The Action Planning Document, with examples
- Sample nutrition and physical activity policies

Informational Materials:

- Go NAPSACC handouts for providers (English and Spanish)
- Go NAPSACC brochure and handouts for parents (English and Spanish)
- Go NAPSACC Best Practice Recommendations

Implementation Resources:

Each program enrolled in the Go NAPSACC intervention will receive a resource kit to ensure site-level implementation. The kit includes a variety of nutrition and physical activity resources, which may include:

- Activity Beanbags and Beanbag Fun CD
- Activity Scarves and Musical Scarves Activity CD
- Wrist Ribbons
- Foods Vocabulary Development Photo Card Library
- Choosy Kids – Music Moves Me CD (Available in English and Spanish)
- The Animal Boogie Book and CD by Fred Penner
- Growing Vegetable Soup Book by Lois Ehlert
- Dance, Turn, Hop, Learn! By Connie Bergstein Dow

Breastfeeding Friendly Child Care Recognition (BFCCR) Program

DPH SNAP-Ed will use the previously developed It's Worth It! campaign materials (e.g., posters, newsletters, and checklists) to expand reach of the BFCCR program to SNAP eligible populations. In addition, DPH SNAP-Ed adapted existing toolkits and training modules from the Colorado Department of Public Health and Environment to ensure consistency with the It's Worth It! campaign and with state specific lactation accommodation law. Updated toolkits and training materials will be submitted for review by USDA FNS.

Development of New Educational Materials:

FY 2021 SNAP-Ed funds will not be used on the development of new educational materials.

Evaluation Plans

Name:

Connecticut Department of Public Health – Preschool, Families, and Community Project

Type:

Process and outcome assessments.

Questions:

Questions that will be addressed through evaluation process mirror the Key Performance Indicators as discussed above.

Approach(es):

The DPH, in conjunction with the University of Saint Joseph (USJ), has developed a systematic method for collecting, analyzing, and using information with data collected from SNAP-Ed program participants to determine program effectiveness and efficiency. The Preschool, Families, and Community Project will involve process and outcome evaluation of the main nutrition activities.

For CEC, Go NAPSACC, and BFCCR Program, post-training surveys will be distributed to the ECE teachers/staff at the end of the workshops to be completed online through SurveyMonkey. The survey will include an evaluation of their overall satisfaction of the training and an assessment in their willingness and readiness to affect PSEs in their ECEs.

For Nutrition Classroom Lessons, surveys will be distributed to teachers/staff **twice per year monthly** using SurveyMonkey, **once in the spring, and once at the end of the summer**. The survey will measure the number of children in the classroom; the number of nutrition and gardening classroom lessons taught; and the number of physical activity minutes provided. The evaluation methodology will be to disseminate surveys to all participating classrooms and have their teachers complete **it each month**. Data will be captured in SurveyMonkey and downloaded to an Excel spreadsheet. Data will then be analyzed and the results will be used to determine reach (number of preschool children), intensity (number of minutes) and coverage (geographical location) through the train-the-trainer model of educating preschoolers using key nutrition and physical activity messages.

The approaches to conducting the evaluation of *Eating Smart • Being Active* nutrition education workshops and nutrition education sessions for families of preschool children and adults/families will be to complete demographic cards and administer pre-test, post-test, and 6-week follow-up surveys.

The DPH SNAP-Ed program developed a SNAP-Ed demographic card based on Education and Administrative Reporting System (EARS) reporting requirements. Data collected includes date, zip code of participant's residence, gender, age, race, and ethnicity, if they are currently a SNAP participant, and if they have attended SNAP-Ed nutrition education since October 1st of current fiscal year. The latter question was designed to determine if the participants are considered as unduplicated or duplicated counts of direct education participants. At SNAP-Ed service sites, each participant fills out a demographic card and pre and post-test surveys.

The main questions to be addressed in the pre-test and post-test surveys will be to determine participant knowledge gained, attitude toward behavior change, and client satisfaction. Each participant will be asked questions measuring their knowledge of specific USDA dietary

guideline and current behavior (e.g., current level of fruit intake) before starting the nutrition education workshops or nutrition education sessions. Upon conclusion of the nutrition education, the participants will be asked to complete the post-test survey. The post-test survey will repeat the question relating to the knowledge; include question to measure confidence level of future behavior change, and questions to assess client satisfaction. Questions measuring confidence of future behavior change will be assessed using a five-point Likert Scale (1=Not at all confident, 2=Not very confident, 3=Moderately confident, 4=Very confident, 5=Totally confident). Participants will also be asked if they are willing to be contacted to assess their progress at 6-week post intervention (nutrition education). A sample of willing participants will be contacted by telephone, email, or other methods and surveyed at six-week follow-up to determine any behavioral changes as the result of receiving nutrition education.

Planned use:

The demographic cards and evaluation surveys will be collected and entered into the SNAP-Ed Access database. Data will then be analyzed and the results will be used to determine the reach (number of participants), knowledge gained, attitude towards modifying behavior (e.g., future level of fruit intake), outcome, client satisfaction, and coverage (geographical location). The DPH and **USJ** will review the evaluation findings and participant feedback at least semi-annually. The number and percent of returned surveys will be tracked and client satisfaction will be quantified. The SNAP-Ed program will work with the team of Epidemiologists to review the results and feedback provided by the participants. Collectively, the team will develop a list of action items to improve the delivery of SNAP-Ed activities based on the client feedback.

Prior Evaluation:

The evaluation of the Preschool, Families, and Community Project has been done on a consistent basis and most recently in FY 2020.

Below are results from FY 2019 measuring the effectiveness of *Eating Smart • Being Active* interactive workshops and nutrition education sessions. Pre-test, post-test, and six-week follow-up evaluations were administered to assess participants' knowledge gained, attitudes towards behavioral change, and outcomes for behavioral change. The completion rate was 37.7% for the six-week follow-up. Table 1 showed the participants' knowledge gained as result of receiving nutrition education. Overall, participants demonstrated an increase in knowledge immediately after nutrition education (post-test), and they also were able to retain most of the knowledge gained six weeks after nutrition education (six-week follow-up). For example, before receiving nutrition education, 58% of the participants knew that half of their plates should be fruits and vegetables. This response increased to 91% immediately after receiving nutrition education. At the six-week follow-up, 69% of the

participants were able to retain the knowledge. Similarly, 56% knew that fat free milk is the lowest fat before nutrition education. This response increased to 85% after receiving nutrition education and 71% at six-week follow-up. Also, 89% knew that red meat is high in saturated fat before nutrition education. This response increased to 98% after receiving nutrition education and 96% at six-week follow-up. Similar increased knowledge were reported on topics of sodium, five food groups, food label, and physical activity.

Table 1: Knowledge Gained as Result of Receiving Nutrition Education (FY 2019).

	Pre ¹		Post ²		six-week ³	
	N ⁴	% correct	N ⁴	% correct	N ⁴	% correct
Half of your plate should be fruits and vegetables	514	58.2	511	91.2	62	69.4
Half of your grains should be whole grains	391	89.0	398	98.2	47	85.1
Fat free milk is the lowest in fat	429	55.9	427	85.3	49	71.4
Red meat (pork, beef, and lamb including hot dogs) is high in saturated fat	310	89.4	304	98.0	50	96.0
Drinking less sugar-sweetened beverages reduces calorie intake	298	87.6	298	94.3	28	82.1
Adding salt when cooking or eating increases sodium intake	286	93.0	293	94.2	29	100.0
All five food groups should be eaten every day	282	84.8	277	94.2	52	88.5
Using the Nutrition Facts on the food label can help to make healthy food choices	475	95.0	473	98.3	51	98.0
Adults should get a minimum of 30 minutes of physical activity per day	518	56.8	507	87.4	76	79.0

¹Question asked before participant was given nutrition education

²Question asked after participant was given nutrition education

³Question asked by calling the participant six weeks after nutrition education

⁴Total number of participants responded to the question at the specified time period

Table 2 showed the results of participants' attitude toward behavioral change. After nutrition education, 96% of the participants felt confident to increase their fruits and vegetables consumption by one cup per day; 94% reported confident to replace refined grains with whole grains food daily; 86% reported confident to switch to lower fat dairy product; 93% reported confident to replace proteins high in saturated fat with a lean source of protein; 91% reported confident to replace sugar-sweetened beverage with water or sugar-free drink per day; 92% reported confident to add less salt when cooking or eating; 97% reported confident to include all five food groups in their meals every day; 94% reported confident to increase their physical activity by 10 minutes per day; and 91% reported confident to use Nutrition Facts on the food label to select food.

Table 2: Attitude toward Behavioral Change (FY 2019).

How confident are you to...	N¹	% confident²
Increase fruit and vegetable intake by 1 cup per day [ST1] ³	489	95.9
Replace 1 ounce of refined grain with 1 ounce of whole grain food per day [ST1]	349	94.3
Switch to or add a lower fat dairy product per day [ST1]	297	86.2
Replace proteins high in saturated fat with a lean source of protein [ST1]	270	93.0
Replace one sugar-sweetened beverage with water or sugar-free drink per day [ST1]	228	90.8
Add less salt when cooking or eating [ST1]	238	91.6
Include all 5 food groups in your meals every day [ST1]	227	96.5
Use the Nutrition Facts on the food label to select food [ST2] ⁴	455	91.2
Increase physical activity by 10 minutes per day [ST3] ⁵	481	94.2

¹Total number of participants responded to the question after nutrition education

²Participants who responded as moderately, very or totally confident

³[ST1] indicates Evaluation Framework Indicator Short-Term 1: Healthy Eating Goals and Intentions

⁴[ST2] indicates Evaluation Framework Indicator Short-Term 2: Food Resource Management Goals and Intentions

⁵[ST3] indicates Evaluation Framework Indicator Short-Term 3: Physical Activity and Reduce Sedentary Behavior Goals and Intentions

Table 3 showed the participant behavioral changes toward healthy eating, and these performance measures were identified as the Evaluation Framework Medium-Term Indicator 1. Seven out of every ten participants (71%) increased frequency of eating more than one kind of fruit or vegetable each day at six-week follow-up (including 5% continued to always eat more than one kind of fruit or vegetable each day). Seven out of every ten participants (71%) increased their fruit or vegetable consumption by half of a cup or more. Generally, the participants were more likely to switch to eating whole grain cereal or whole grain/wheat bread or tortillas than to switch to eating brown rice or whole grain/wheat pasta. When eating rice or pasta, about two-fifths of participants (ranged from 34% to 43%) either increased frequency of choosing brown rice or whole grain/wheat pasta or decreased frequency of choosing white rice or regular pasta. When eating bread/tortillas or cereal, about two-thirds of participants (ranged from 58% to 71%) either increased frequency of choosing whole grain/wheat bread/tortillas or whole grain cereal or decreased frequency of choosing white bread, flour tortillas or refined grain cereals. About two-thirds of participants (ranged 69% to 70%) either decreased frequency of choosing whole milk (full fat) or reduced fat (2%) milk or increased frequency of choosing low-fat (1%) milk or fat-free (skim) milk (including soy or almond milk) when drinking milk (including about one-third of participants continued to always choose the lower fat milk). About four-fifths of participants (ranged from 77% to 84%) either decreased frequency of choosing whole milk yogurt or increased frequency of choosing low-fat or nonfat yogurt when eating yogurt (including about half of participants continued to always choose the lower fat yogurt). When it comes to eating chicken or turkey, about two-thirds of participants (ranged from 63% to 68%) either increased frequency of choosing skinless meat or decreased frequency of choosing meat with skin (including about one-third of participants to always choose skinless chicken or turkey). With ground beef consumption,

36% of participants increased frequency of choosing 90% lean or greater (including 12% continued to always choose the more lean options) and 49% of participants decreased frequency of choosing 85% or 80% lean or less (including 13% continued to never choose the less lean options). Two out of every five participants (41%) decreased frequency of eating sausage, bacon or hot dogs (including 12% continued to never eat sausage, bacon or hot dogs). Two out of every three participants (69%) decreased their sugar-sweetened beverage intake (including 31% who continued to drink none); 65% increased frequency of eating low-sodium options when eating packaged foods such as canned soups or vegetables, pre-packaged rice, frozen meals, etc. (including 21% continued to always eat low-sodium options); and 52% increased frequency of eating food from each food group every day (including 10% continued to always eat food from each food group every day).

Table 3: Behavioral Change towards Healthy Eating [MT1]¹ (FY 2019).

At six-weeks, percentage of participants...	N²	%
Increased frequency or continued to always eat more than one kind of fruit each day	110	60.0
Increased frequency or continued to always eat more than one kind of vegetable each day	106	65.1
Increased frequency or continued to always eat more than one kind of fruit or vegetable each day	110	70.9
Increased fruit consumption by at least ½ cup	110	49.1
Increased vegetable consumption by at least ½ cup	107	56.1
Increased fruit or vegetable consumption by at least ½ cup	110	70.9
Increased frequency or continued to always choose brown rice when eating rice	75	42.7
Decreased frequency or continued to never choose white rice when eating rice	79	34.2
Increased frequency or continued to always choose whole grain/wheat pasta when eating pasta	72	38.9
Decreased frequency or continued to never choose regular pasta when eating pasta	74	39.2
Increased frequency or continued to always choose whole grain/wheat bread or tortillas when eating bread or tortillas	85	69.4
Decreased frequency or continued to never choose white bread or flour tortillas when eating bread or tortillas	79	58.2
Increased frequency or continued to always choose whole grain cereals when eating cereals	76	65.8
Decreased frequency or continued to never choose refined grain cereals when eating cereals	66	71.2
Decreased frequency or continued to never choose whole milk (full fat) or reduced fat (2%) milk when drinking milk	75	69.3
Increased frequency or continued to always choose low-fat (1%) milk or fat-free (skim) milk (including soy or almond milk) when drinking milk	69	69.6
Decreased frequency or continued to never choose whole milk yogurt when eating yogurt	64	84.4
Increased frequency or continued to always choose low-fat or nonfat yogurt when eating yogurt	60	76.7

At six-weeks, percentage of participants...	N²	%
Increased frequency or continued to always choose skinless chicken or turkey when eating chicken or turkey	95	63.2
Decreased frequency or continued to never choose chicken or turkey with skin when eating chicken or turkey	82	68.3
Increased frequency or continued to always choose 90% lean or greater when eating ground beef	69	36.2
Decreased frequency or continued to never choose 85% or 80% lean or less when eating ground beef	61	49.2
Decreased frequency or continued to never eat sausage, bacon, or hot dogs	97	41.2
Decreased consumption of sugar-sweetened beverages or continued to consume none	77	68.8
Increased frequency or continued to always eat low-sodium options when eating packaged foods such as canned soups or vegetables, pre-packaged rice, frozen meals, etc.	78	65.4
Increased frequency or continued to always eat food from each food group every day	100	52.0

¹[MT1] indicates Evaluation Framework Indicator Medium-Term 1: Healthy Eating Behavioral Changes

²Total number of participants responded to the questions both before education and six-week post education

Table 4 showed the participant behavioral changes toward food resource management, and these performance measures were identified as the Evaluation Framework Medium-Term Indicator 2. Three out of every five participants (61%) increased the use of the Nutrition Facts on the food label to make food choices at six-week follow-up (including 9% continued to always use the Nutrition Facts on the food label). Almost half of the participants (48%) increased frequency of planning meals ahead of time (including 10% continued to always plan meals ahead of time); 71% increased frequency of comparing prices before buying food (including 29% continued to always compare prices before buying food); and 67% increased frequency of shopping with a grocery list (including 14% continued to always shop with a grocery list) as ways to save money at the grocery store.

Table 4: Behavioral Change towards Food Resource Management [MT2]¹ (FY 2019).

At six-weeks, percentage of participants...	N²	%
Increased the frequency or continued to always use Nutrition Facts on the food label to make food choices	79	60.8
Increased the frequency or continued to always planned meals ahead of time as a way to save money at the grocery store	50	48.0
Increased the frequency or continued to always compared prices before buying food as a way to save money at the grocery store	49	71.4
Increased the frequency or continued to always shopped with a grocery list as a way to save money at the grocery store	49	67.4

¹[MT2] indicates Evaluation Framework Indicator Medium-Term 2: Food Resource Management Behavioral Changes

²Total number of participants responded to the question at the specified time period

Table 5 showed the participant behavioral changes toward physical activity and food safety, and these performance measures were identified as the Evaluation Framework Medium-Term Indicator 3 and 4, respectively. More than half of the participants (56%) increased their physical activity by at least 60 minutes per week at six-week follow-up. For food safety practice, the majority of the participants did not let dairy foods sit outside the refrigerator for more than two hours. Four out of every five participants (82%) decreased frequency of letting dairy foods sit outside the refrigerator for more than two hours (including 68% continued to never doing so). About two-thirds of the participants (63%) decreased the practice of thawing frozen foods at room temperature (including 15% continued to never doing so).

Table 5: Behavioral Change towards Physical Activity [MT3]¹ and Food Safety [MT4]² (FY 2019).

At six-weeks, percentage of participants...	N³	%
Increased physical activity by at least 60 minutes per week	114	56.1
Decreased the frequency or continued to never let dairy foods sit outside the refrigerator for more than two hours	44	81.8
Decreased the frequency or continued to never thaw frozen foods at room temperature	48	62.5

¹[MT3] indicates Evaluation Framework Indicator Medium-Term 3: Physical Activity and Reduced Sedentary Behavioral Changes

²[MT4] indicates Evaluation Framework Indicator Medium-Term 4: Food Safety Behavioral Changes

³Total number of participants responded to the question at the specified time period

In addition to measuring the percent change of behavioral outcome at six-weeks post education vs. before education, participants were also asked during the six-week follow-up if they self-perceived of making any behavioral changes since receiving nutrition education. The results are shown in Table 6.

Table 6: Self-Perception of Behavioral Change since Receiving Nutrition Education (FY 2019).

Since receiving nutrition education, percentage of participants self-perceived to have...	N¹	%
Increased eating fruits and vegetables by more than ½ portion per day	54	96.3
Replaced 1 portion of refined (white) grain food with 1 portion of whole grain food	41	95.1
Switched from drinking whole milk (full fat) or reduced fat (2%) milk to low-fat (1%) milk or fat-free (skim) milk (including soy or almond milk)	21	81.0
Switched from eating regular yogurt to low-fat yogurt	17	82.4
Replaced proteins high in saturated fat with a lean source of protein	45	88.9
Replaced 1 cup of sugar-sweetened drink with water	26	84.6
Added less salt when cooking or eating	26	96.2
Increased eating all five food groups every day	49	95.9
Increased the use of Nutrition Facts on the food label to make healthy food choices	72	88.9
Increased or added physical activity	70	88.6

¹Total number of participants responded to the question at six weeks after nutrition education

Use of SNAP-Ed Evaluation Framework:

The Evaluation Framework indicators used by the evaluation plan for the Connecticut Department of Public Health – Preschool, Families, and Community Project include:

- ST1 (Healthy Eating Goals and Intentions)
- ST2 (Food Resource Management Goals and Intentions)
- ST3 (Physical Activity and Reduce Sedentary Behavior Goals and Intentions)
- MT1 (Healthy Eating Behavioral Changes)
- MT2 (Food Resource Management Behavioral Changes)
- MT3 (Physical Activity and Reduce Sedentary Behavioral Changes)
- MT4 (Food Safety Behavioral Changes)

Coordination of Efforts

DPH will conduct SNAP-Ed evidence based, interactive programming targeting preschool children, their families, and SNAP participants, low-income individuals eligible to receive benefits, and individuals residing in communities with significant low-income population through multiple established partnerships. DPH SNAP-Ed initiatives will be conducted in collaboration with **USJ** who will network with current partners, other agencies, organizations, and programs that work with the SNAP eligible participants. DPH and **our-USJ** will share a schedule of activities on the centralized SNAP-Ed calendar managed by DSS, and will work closely together to avoid duplication of SNAP-Ed services in Connecticut.

HS/SR Programs: DPH has consistently provided these programs to numerous HS/SR programs located in areas of the state with median household incomes $\leq 185\%$ of the federal poverty level. Through a strong, well-established partnership with the University of Saint Joseph, DPH has expanded its SNAP-Ed programming reach to this target population throughout the state with demonstrated success.

Coordinated Approach to Child Health Early Childhood (CEC): DPH SNAP-Ed in collaboration with **USJ**, CEC will be coordinated with center-based ECE classrooms located within the priority towns and communities identified in the state's needs assessment. DPH, through SNAP-Ed and other agency initiatives, has an extensive network of statewide and community ECE partners, including ECE sites with which SNAP-Ed staff coordinate and collaborate to ensure consistent messaging and to increase reach and impact. Partner organizations include but are not limited to: the Connecticut Office of Early Childhood, the Rudd Center for Food Policy and Obesity, the Connecticut State Department of Education, the New England Head Start Training and Technical Assistance Network, Child Health and Development Institute, local health departments, YMCAs, and Boys and Girls Clubs.

Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC): Similar to CEC, the DPH will coordinate with partners at **USJ** to ensure a layered approach in delivering Go NAPSACC to ECE sites. Where appropriate, SNAP-Ed activities conducted by **USJ** will

be promoted and coordinated with those conducted by DPH to ensure that SNAP-Ed participants receive the full suite of obesity prevention interventions available through DPH SNAP-Ed. For example, Go NAPSACC participating sites will be offered the ESBA workshop series for their families, as well as technical assistance to achieve the Breastfeed-Friendly Child Care Recognition.

Breastfeeding Friendly Child Care Recognition Program: DPH SNAP-Ed staff will coordinate with the WIC program to supplement and complement WIC breastfeeding services. SNAP-Ed staff will serve an advisory role in the development of the recognition program to ensure alignment with best practice standards, and will facilitate training and technical assistance to aid in the adopting of lactation policy and supportive practices in programs located within priority towns and communities as identified in the state's needs assessment.

WIC: The DPH SNAP-Ed Program collaborates directly with the DPH State WIC Program. Each year, SNAP-Ed staff in collaboration with WIC Program staff develop and disseminate correspondence to each of the twelve local WIC programs initiating SNAP-Ed programming. On-going communications and shared materials help ensure consistency of messages, avoid duplication and enhance educational opportunities for WIC clients who are also SNAP participants. In addition, SNAP-Ed staff present at the Annual WIC Meeting, nutrition education opportunities available for these agencies which complement WIC mandated nutrition education.

Commodity Supplemental Food Program (CSFP): the DPH will coordinate with CSFP to improve the health of low income elderly persons age 60 years of age and older by providing nutrition education, food tasting, and healthy recipes at assigned CSFP sites, such as Monroe Food Pantry, Bloomfield Rehoboth Church of God, Bristol A.J. DeLorenzo Towers, Executive Square House Wethersfield, Gift of Love Avon, Human Resources Agency (HRA) New Britain, Trumbull Social Services, West Haven Housing Authority, and Wethersfield Social Services.

To avoid duplication of services the following strategies will be utilized:

WIC offices – Identify current program services provided and work with the state WIC program to meet identified gaps and needs.

Community Health Centers – Identify sites not currently served by other SNAP-Ed programs in the geographic areas of Bridgeport, Hartford, Meriden, Middletown, New Britain, and New Haven.

Community Partners – To avoid duplication with other SNAP-Ed programs and minimize travel costs, the DPH will focus geographically in Connecticut's major cities Bridgeport, Hartford, New Haven and Waterbury as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Windham. DPH and **USJ** will continue collaboration with organizations such as food councils, End Hunger Connecticut!, Food Share Hunger Action Teams, Connecticut Food Bank, and other related community organizations and agencies to promote awareness and access to nutrition education sessions and resources as well as to encourage implementation of sustainable

environmental change strategies. Collaborative efforts with these agencies involve shared communication and coordinating programming to support and promote healthy eating and physical activity.

For FY 2021, DPH will continue to coordinate, complement, and collaborate with other programs, agencies, and organizations to deliver comprehensive multi-level interventions, and community-based and public health approaches. Continued collaborative efforts will maximize the reach and potential impact of the SNAP-Ed Federal nutrition education program in areas of Connecticut not currently reached.

Civil Rights Training:

DPH and **USJ** staff involved in execution of SNAP-Ed direct nutrition education programming will obtain Civil Rights training on an annual basis. Several options are currently being offered and documentation of training will be forwarded to DSS as part of the progress reporting.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

Mashantucket Pequot tribe

Name of the individual(s) contacted:

There are existing tribal relationships with other Connecticut SNAP-Ed implementing agencies. In an effort to not duplicate services, DPH will work with those implementing agencies to identify areas of collaboration to complement and expand services and foster new relationships with tribal organizations.

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

N/A

Name of the ITO:

Mohegan Tribe of Indians of Connecticut

Name of the individual(s) contacted:

There are existing tribal relationships with other Connecticut SNAP-Ed implementing agencies. In an effort to not duplicate services, DPH will work with those implementing agencies to identify areas of collaboration to complement and expand services and foster new relationships with tribal organizations.

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

N/A

Template 3: SNAP-Ed Staffing Plan

Staffing-DPH

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Program Coordinator: Nadine Tulloch	1.0 FTE	75%	25% Approach 1: 10% Approach 2: 10% Approach 3: 5%	\$137,437
Nutrition Consultant: Jennifer Vinci	0.50 FTE	10%	90% Approach 1: 25% Approach 2: 50% Approach 3: 15%	\$71,468
Nutrition Educator: Debora Brandon	0.50 FTE	0%	100% Approach 1: 80% Approach 2: 15% Approach 3: 5%	\$53,475
Nutrition Educator Assistant: Amor Gamarra-Gross	0.45 FTE	60%	40% Approach 1: 40%	\$37,548
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$299,928

SNAP Ed Related Job Duties

DPH – Preschool, Families, and Community Project – FY 2021

Statement of Work listing SNAP-Ed related job duties for each position:

Program Coordinator: Nadine Tulloch

Monitor budgets, expenditures, and contracts; provide technical assistance, coordinate nutrition education programming; design, modify, and conduct direct nutrition education; ensure consistency of program delivery; oversee, analyze, and report program evaluation; update and maintain DPH SNAP-Ed website; and assist in activities that promote policy, systems, and environmental changes.

Nutrition Consultant: Jennifer Vinci

Plan and implement the nutrition education curriculum of the SNAP-Ed program; coordinate program nutrition education activities; conduct direct nutrition education; provide training and technical assistance to administrators, nutrition staff, and educators and assist in activities that promotes policy, systems, and environmental changes at ECE centers; and attend conferences and stakeholder meetings to promote improved nutrition and physical activity policies and practices in ECE sites.

Nutrition Educator: Debora Brandon

Conduct direct nutrition education; provide training and technical assistance to administrators, nutrition staff, and educators and assist in activities that promote policy, systems, and environmental changes at ECE centers; and attend meetings to promote improved nutrition and physical activity policies and practices in ECE sites.

Nutrition Educator Assistant: Amor Gamarra-Gross

Assist with nutrition education activities and community events; assist with conducting direct nutrition education; disseminate supplemental nutrition education materials; maintain database for nutrition education activities; assist with disseminating surveys; and prepare staff travel and schedule transportation.

Definition of FTE and basis for calculations:

Full-Time Equivalent (FTE) employment, as defined by the Federal government, means the total number of straight-time hours (i.e., not including overtime pay or holiday hours) worked by employees divided by the number of compensable hours in the fiscal year. According to this definition, annual leave, sick leave, compensatory time off, and other approved leave categories are considered “hours worked” for purposes of defining FTE employment.

Program Coordinator: Nadine Tulloch

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the Preschool, Families and Community Project Nutrition Education will be 100% of the time.

Nutrition Consultant: Jennifer Vinci

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the Preschool, Families and Community Project Nutrition Education will be 50% of the time.

Nutrition Educator: Debora Brandon

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the Preschool, Families and Community Project Nutrition Education will be 50% of the time.

Nutrition Educator Assistant: Amor Gamarra-Gross

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the Preschool, Families and Community Project Nutrition Education will be 45% of the time.

Salary and Fringe

Project Title: Connecticut Department of Public Health – Preschool, Families, and Community Project

DIRECT PROGRAM STAFF – Fiscal Year 2021

(a) Program Salaries

<u>Position/Name</u>	<u>Annual Salary</u>	<u>No. of Persons</u>	<u>% funded in this contract (FTE)</u>	<u>Salary</u>
Program Coordinator: Nadine Tulloch	\$74,058	1	1.00	\$74,058
Nutrition Consultant: Jennifer Vinci	\$69,325	1	0.50	\$34,663
Nutrition Educator: Debora Brandon	\$57,814	1	0.50	\$28,907
Nutrition Ed Assistant: Amor Gamarra-Gross	\$48,251	1	0.45	\$21,713
Total program Salary amount from section (a)				\$159,341

b) Program Fringe Benefits

<u>Position/Name</u>	<u>Fringe %</u>	<u>Total Fringe</u>
Program Coordinator: Nadine Tulloch	85.58%	\$ 63,379
Nutrition Consultant: Jennifer Vinci	106.18%	\$ 36,805
Nutrition Educator: Debora Brandon	84.99%	\$ 24,568
Nutrition Ed Assistant: Amor Gamarra-Gross	72.93%	\$ 15,835
Total Fringe amount combined from section (b)		\$ 140,587

Total Program Salary (total amount from section (a) & (b) combined) \$ 299,928

c) Breakdown of Fringe Benefits

As instructed by DPH management in Fiscal Memorandum No. 20-01, we are using the actual fringe rate for each employee. The breakdown of fringe benefits for each employee is as follow:

	Program Coordinator: Nadine Tulloch	Nutrition Consultant: Jennifer Vinci	Nutrition Educator: Debora Brandon	Nutrition Educator Assistant: Amor Gamarra- Gross
50410 Life Insurance	0%	0.25%	0%	0%
50420 Medical Insurance	15.84%	35.10%	14.40%	0%
50430 Unemployment Compensation	0%	0%	0%	0%
50441 FICA	6.14%	5.95%	6.15%	6.51%
50442 Medicare	1.43%	1.39%	1.44%	1.52%
50471 Regular Employee Retirement	62.17%	63.49%	63.00%	64.90%
Total Fringe Benefit Rate	85.58%	106.18%	84.99%	72.93%

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

Connecticut Department of Public Health – Preschool, Families and Community Project

Total Federal funding, grant:

\$719,625.13 for FY 2021 funds*

Description of services and/or products:

The Connecticut Department of Public Health (DPH) Preschool, Families, and Community Project provides multi-level nutrition improvement intervention strategies that reach SNAP participants, low-income individuals eligible to receive SNAP benefits, and other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population (preschool children ages 3 – 5 and families). In addition, these strategies reach SNAP participants participating adults (18 years of age and older including adults 60+).

The Preschool Children and their Families Project Component provides nutrition education activities in Early Care and Education (ECE) programs including Head Start (HS), School Readiness (SR) programs with >50% of children who receive free and reduced-cost meals through the Child and Adult Care Food Program, and with >50% of the census tract population who are ≤185% of the federal poverty level.

Nutrition education and train-the-trainer workshops are conducted for HS, SR, and ECE preschool administrators, staff and teachers who then apply strategies to promote healthy eating behaviors while teaching children important nutrition concepts. Incorporating nutrition activities including family engagement activities into their lesson plans provide an environment where healthy eating behaviors are valued and taught.

Nutrition education sessions and workshops are also provided to preschoolers' families in English and Spanish. Each of the nutrition education sessions and workshops contains a variety of hands-on activities to reinforce learning and allow participants to apply the newly learned information.

The Adults/Families Project Component provides nutrition education and obesity reduction activities for SNAP participants participating adults at Women, Infants, and Children (WIC) offices, Community Health Center (CHC) offices, and Community Partner locations; Department of Social Services (DSS) /SNAP office, Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program sites (CSFP), and Farmers' Markets.

For Policy, Systems, and Environmental (PSE) Change interventions, DPH is conducting the Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAPSACC) program that targets ECE sites to ensure policies and practices help preschool children (3-5 years old) establish healthy habits for life. DPH is also implementing the Coordinated Approach to Child Health (CATCH) Early Childhood (CEC), which is an obesity prevention intervention designed to increase physical activity and promote healthy eating in children ages 3-5. DPH is also conducting the Breastfeeding Friendly Child Care Recognition (BFCCR) program to increase breastfeeding duration rates, community breastfeeding support, and compliance with state and federal lactation accommodation law in ECE sites.

DPH, in collaboration with the University of Saint Joseph, coordinates and conducts all direct nutrition education activities with collaborative partners; conducts PSE change interventions; manages statewide nutrition education delivery; monitors and evaluates all activities; completes all mandated SNAP-Ed reporting; and, manages the DPH Memorandum of Agreement with DSS

Cost of specific services and/or products:

The total cost of the project is \$719,625.13 and the cost of specific services are detailed below for FY 2021.

*Amount reflects the reduced funding received from USDA FNS, and includes \$33,090.13 carryover from FY 2020.

Section B. Project Costs

Federal Fiscal Year: FY 2021

State: Connecticut

Sub-grantee Name: Connecticut Department of Public Health – Preschool, Families, and Community Project

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non- Federal Support
Salary/Benefits		\$299,928	
Contracts/Sub-Grants/Agreements	\$30,780	\$320,000	
Non-Capital Equipment/Office Supplies	\$ 1,142.80	\$2,546	
Nutrition Education Materials	\$ 1,167.33	\$325	
Travel		\$0	
Building/Space Lease or Rental		\$0	
Cost of Publicly-Owned Building Space		\$0	
Maintenance and Repair		\$0	
Institutional Memberships and Subscriptions		\$0	
Equipment and Other Capital Expenditures		\$0	
Total Direct Costs		\$622,799	
Indirect Costs (Indirect Cost Rate= <u>40%</u>)		\$63,736	
Total Federal Funds	\$33,090.13	\$686,535	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$719,625.13*	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:**Salary/Benefits: \$299,928 (\$159,341 – salaries/\$140,587 – fringe benefits)**

Position	FTE	Salary	Fringe Benefits (Rate)	Total
Program Coordinator	1.00	\$74,058	\$63,379 (85.58%)	\$137,437
Nutrition Consultant	0.50	\$34,663	\$36,805 (106.18%)	\$71,468
Nutrition Educator	0.50	\$28,907	\$24,568 (84.99%)	\$53,475
Nutrition Educator Assistant	0.45	\$21,713	\$15,835 (72.93%)	\$37,548

Contracts/Sub-Grants/Agreements: \$350,780*

\$316,000 –University of Saint Joseph, School of Interdisciplinary Health and Science

Description of services: Provide statewide nutrition education for SNAP eligible participants (preschool children and families) at Head Start, School Readiness and early care and education (ECE) programs; recruit Head Start, School Readiness, and ECE programs to participate in Coordinated Approach To Child Health (CATCH) Early Childhood (CEC); coordinate CEC training; conduct nutrition education sessions and workshops for SNAP eligible parents; conduct nutrition education sessions and workshops with a food demonstration component for SNAP eligible adults at WIC offices, CHC offices, and Community Partner locations, Department of Social Services (DSS)/SNAP offices, Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program sites, and Farmers' Markets; deliver individualized health coaching by telephone for SNAP eligible participants; orient and train nutrition educators to ensure delivery of high-quality nutrition education; plan and coordinate the direct and indirect nutrition education schedule to maximize efforts, prevent duplication, and guarantee effective delivery of nutrition education; oversee nutrition educators in the field; collect and aggregate evaluation data collected at all nutrition workshops and nutrition education sessions; develop interactive, online nutrition education content to support direct education remotely; conduct process and outcome evaluation of the project;

collaborate with multiple organizations/sites in target communities to promote core nutrition messages and “speak with one voice” to address broader environmental changes that make it easier for SNAP participants to make healthy food choices; work with organizations to influence policy changes and to incorporate healthy eating and physical activity sessions and workshops into their client’s lives.

Expenses	Current FY Budget
Salary/Benefits	\$218,958
Contracts/Sub-Grants/Agreements	\$28,000
Non-Capital Equipment/Office Supplies	\$9,500
Nutrition Education Materials	\$18,685
Travel	\$7,000
Building/Space Lease or Rental	\$0
Cost of Publicly-Owned Building Space	\$0
Maintenance and Repair	\$0
Institutional Memberships and Subscriptions	\$0
Equipment and Other Capital Expenditures	\$0
Total Direct Costs	\$282,143
Indirect Costs (Indirect Cost Rate = 12%)	\$33,857
Total Federal Funds	\$316,000

Salary/Benefits: \$218,958 (\$176,820 – salaries/\$42,138 – fringe benefits)

Position	FTE	Salary	Fringe Benefits (Rate)	Total
Grant Director	0.32	\$37,950	\$7,533 (19.85%)	\$45,483
Grant Manager	1.00	\$43,801	\$12,702 (29%)	\$56,503
Program Coordinator	1.00	\$37,657	\$10,921 (29%)	\$48,578
Administrative Coordinator	0.85	\$27,583	\$7,999 (29%)	\$35,582
Nutrition Educators / Health Coaches	0.80	\$29,829	\$2,983 (10%)	\$32,812

Contracts/Sub-Grants/Agreements: \$28,000

\$4,000 – Data Collection Analysis

Description of services/Justification: Consulting Biostatisticians will analyze data collection and review survey tool/instrument validity. The objectives of the analysis are to establish validity and reliability of the survey instrument itself, and to evaluate relationships between nutrition education activities and knowledge, self-efficacy, and behavior change.

\$24,000 – Yukon Learning

Description of services: Using Articulate software, a developer will create and design engaging and interactive nutrition eLearning content for the SNAP-Ed target audience.

Online lessons and course modules will be adapted from the USDA FNS evidence-based MyPlate for My Family (MPFMF) curriculum.

Non-capital equipment/office supplies: \$9,500

Small equipment and office supplies for project implementation.

Itemized Costs:

\$9,000

Office supplies

\$500

Small equipment (<\$5,000)

Justification: Small equipment to support nutrition education workshops (i.e., cutting boards, can openers, etc). Equipment needed to conduct education and promote behavior change.

Office Supplies & Small equipment	Cost Per Unit	Estimated Quantity for FY21	Total Est. Purchase
Mail (HC & virtual WS incentives)	\$4.00	1050	\$4,200.00
Pens/Pencils	\$15.00	4	\$60.00
PPE (gloves, masks, hand sanitizer)	Varies	Varies	\$510.00
Ring lights for culinary cooking demos and virtual teaching	\$89.00	2	\$178.00
Printer Paper	15.46	15	\$232.00
Filing cabinet for HIPPA protected documents in each office	130.00	4	\$520.00
Cellphones & services for telephonic health coaching	\$35.00/month /10 plans	6	\$2,100.00
HC Reference Books	\$50.00	5	\$250.00
Envelopes	\$1.00	1050	\$1,050.00
Table clothes	\$100.00	4	\$400.00
			\$9,500.00

Nutrition Education Materials: \$18,685

Purchase of educational materials to conduct nutrition education. Program curricula, handouts, recipes, incentives, food and supplies for food tasting and demonstrations, and program teaching aids.

Travel: \$7,000

Travel estimated at 12,173 miles for SNAP-Ed Program staff to conduct nutrition education and CEC visits/trainings at a variety of sites and to attend meetings throughout the state.

Building/space lease or rental: Not applicable

Cost of publicly-owned building space: Not applicable

Maintenance and repair: Not applicable

Institutional memberships and subscriptions: Not applicable

Equipment and other capital expenditures: Not applicable

Total direct costs: \$282,143

Total indirect costs: \$33,857 (12% of direct cost)

Total: \$316,000

\$2,000 – ARC Safety Group Inc.: Warehouse/Fulfillment

Description of services: Fulfillment (assembly) and storage of nutrition education materials including CEC curriculum; ship and/or deliver nutrition education materials to preschool locations where nutrition education workshops and activities are conducted;

ship and/or deliver nutrition education materials to CT DPH and/or approved partner organizations; maintain inventory, usage reports, and database of customers.

\$30,780* – UConn Health

Description of services: DPH will work with the State Breastfeeding Coordinator in the WIC Program and the CDC-funded State Physical Activity and Nutrition Program (SPAN) to engage an external vendor to evaluate and test the It's Worth It! campaign materials and messages with target population groups, including black and Latinx women and their families. The purpose of the evaluation is to ensure inclusivity of images and messages that are well-received by racially and ethnically diverse families and that inspire breastfeeding initiation and duration. The outcome of the evaluation will determine if updates are needed to the campaign and materials.

\$2,000 – CEC Training

~~In-person CEC Training Description of services: Provide the CEC one-day training for up to 15 ECE classrooms/30 administrators/teachers on site-level implementation of the evidence-based CEC curriculum. Provide the two-day CEC Training Academy for new DPH SNAP-Ed Program staff through our subcontractor, University of Saint Joseph; DPH SNAP-Ed staff who require recertification as a result of COVID-19 disruptions in delivering in-person training for CEC, which is a requirement to maintaining CEC training certification; and/or administrators, staff, and teachers of participating ECE classrooms who want to offer the training to others at their sites.~~

~~The CEC training orients attendees to a variety of interactive techniques that both teach and demonstrate strategies for effective implementation. Attendees will adapt this framework to strategically plan how their programs can better guide youth in the process of being physically active and eating nutritious foods for a lifetime. CATCH is cost-effective training and is approved by USDA for SNAP-Ed.~~

~~CEC Training & Training Academy cost (\$9,500):~~

- ~~• Includes one-day of implementation training for 30 participants, and 2 additional days of the Training Academy by a certified CATCH trainer.~~
- ~~• CEC training manuals for all participants, including access to an online suite of training tools including PowerPoint slides, evaluations sheets, and more.~~
- ~~• Post training follow-up support.~~

~~Other costs associated with training:~~

~~\$1,500 Room and equipment fee for three days of in-person training.~~

Online CEC Training Description of services: In the event that COVID-19 limits or prohibits DPH SNAP-Ed from providing in-person training as planned, CATCH is offering a new online CEC training for up to 10 ECE classrooms/20

administrators/teachers per 2-hour training (~~\$500~~\$1,000/training). The training will include how to implement the evidence-based CEC curriculum onsite and will orient participants to a variety of interactive techniques that both teach and demonstrate strategies for effective implementation.

CEC Online Training Cost (\$2,000):

To meet the planned target of 15 ECE classrooms in FY2021, DPH SNAP-Ed would offer online training at least two times throughout the year (~~\$500 × 2 =~~ \$1,000 per training).

Non-capital equipment/office supplies: \$3,688.80*

Purchase office supplies, Articulate Storyline 360, Laptop, SAS and Adobe Professional licenses, and staff training.

Itemized Costs:

\$356 Office supplies and Personal Protective Equipment (PPE).

Justification: General office supplies. Provide PPE to minimize workers' exposure to harm, as it relates to COVID-19.

Office Supplies & PPE	Cost Per Unit	Estimated Quantity for FY21	Total Est. Purchase
Pens	\$ 24.04	1	\$ 24.04
Paper	\$ 60.99	1	\$ 60.99
Note pads	\$ 9.49	2	\$ 18.98
Calendars	\$ 10.20	4	\$ 40.80
Folders	\$ 30.25	2	\$ 60.50
Post-it notes	\$ 24.41	2	\$ 48.82
Binders	\$ 46.38	2	\$ 92.76
Dividers	\$ 35.26	1	\$ 35.26
Postage	\$ 0.55	53	\$ 29.15
Gloves	\$ 24.87	1	\$ 24.87
Sanitizing wipes	\$ 107.60	1	\$ 107.60
Hand Sanitizer	\$ 9.73	1	\$ 9.73
			\$ 356.19

\$1,200 Articulate Storyline 360

Justification: An application that allows the development of customized and interactive course program modules for multi-device use via live and on-

demand online e-learning. The application will be purchased as a 3-year subscription.

\$745*

Laptop (1 laptop)

Justification: This new data secure laptop will be purchased in support of SNAP-Ed reporting, data management, and remote network access.

\$397.80*

Adobe Professional license (1 laptop license @ \$400)

Justification: Adobe Professional will be used to update existing documents required for SNAP-Ed Program implementation, data collection and reporting, and more. The license will be purchased for one staff member working on SNAP-Ed.

\$800

SAS license (1 license)

Justification: This SAS License is required for use of statistical analysis and database management for evaluation and reporting. The license will be purchased as part of a combined multi-users license for the Connecticut Department of Public Health.

\$190

Training (SNAP-Ed Program staff)

Justification: In-service trainings for staff to learn new skills (e.g., database development, report writing, and webpage creation).

Nutrition Education Materials: \$1,492.33*

Purchase preschool nutrition education materials (brochures, flyers, and recipe cards), nutrition classroom resources (books/materials/games), and nutrition education incentive items with printed SNAP-Ed information such as reusable shopping bags, CEC materials, breastfeeding promotion materials, and teaching aides/materials.

Itemized Costs:

\$0

Preschool Nutrition Education Materials (Brochures, Flyers, Signage, Recipe Cards) and Classroom Resources (Books, Materials, Games)

\$0

Nutrition Education Incentive Items (400 items @ \$5.00 each)

\$1,492.33*

Teaching Aides/Materials for CEC and Go NAPSACC (Coordination Kits, Posters, Bulletin Boards; Physical Activity and Nutrition Curriculum)

\$0

Breastfeeding Materials (Translation and printing of the Breastfeeding Friendly Child Care toolkit updates; translation of the recognition application updates; translation and printing of additional It's Worth It! newsletters, checklists, and other nutrition education materials related to breastfeeding promotion)

Travel: \$0 (see justification in Section C)

Building/space lease or rental: Not applicable

Cost of publicly-owned building space: Not applicable

Maintenance and repair: Not applicable

Institutional memberships and subscriptions: Not applicable

Equipment and other capital expenditures: Not applicable

Total direct costs: \$622,799

Total indirect costs: \$63,736 (40% indirect rate applied to DPH Salaries only)

Total Federal funds: \$686,535

Estimated unobligated balances (carry-over) from current FY to next FY, if any: DPH SNAP-Ed program will expend all FY 2021 funds; no funds will be returned.

Total Federal funds including unobligated balance from previous FY:

\$719,625.13

Section C. Travel

In-State Travel

Travel Purpose:

Connecticut Department of Public Health – Preschool, Families, and Community Project delivers high quality nutrition education to SNAP participants. Travel is required to deliver nutrition education programs; audit nutrition education program delivered by contractors; attend meetings to plan activities for effective delivery and evaluation of nutrition education; and attend meetings with collaborative partners to garner support for nutrition education to SNAP participants.

Travel destination (city, town or county or indicate local travel):

For conducting nutrition education program activities and evaluation, in-state travel to Head Start, School Readiness and Early **Care and Education Childhood** locations statewide (Bridgeport, Hartford, New Haven and Waterbury as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Willimantic; WIC main offices (Bridgeport, Bristol, Danbury, East Hartford, Hartford, Meriden, New Haven, Stamford, New London, Torrington, Waterbury, and Windham) and the 33 satellites throughout the state; Community Health Center offices (Bridgeport, Bristol, Hartford, Meriden, Middletown, New Britain, New Haven, Norwalk, Norwich, Stamford, Torrington and Waterbury); Department of Social Services (DSS) SNAP offices in Norwich and Willimantic; as well as Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program sites, and Farmers' Markets.

Number of staff traveling:

4 staff members

Cost of travel for this purpose:

\$0 (0 trips/month x 0 months x 0 miles/trip x \$0.56/mile)

Total In-State Travel Cost: \$0

Out-of-State Travel

Travel Purpose:

Not applicable. No out-of-state **travel** is planned.

Travel destination (city and State):

Not applicable

Number of staff traveling:

Not applicable

Cost of travel for this purpose:

Not applicable

Total Out-of-State Travel Cost: \$0

Federal Fiscal Year: FY 2021

State: Connecticut

Sub-grantee Name: Connecticut Department of Public Health – Preschool, Families, and Community Project

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non- Federal Support
Salary/Benefits		\$299,928	
Contracts/Sub-Grants/Agreements	\$30,780	\$320,000	
Non-Capital Equipment/Office Supplies	\$1,142,80	\$2,546	
Nutrition Education Materials	\$1,167,33	\$325	
Travel		\$0	
Building/Space Lease or Rental		\$0	
Cost of Publicly-Owned Building Space		\$0	
Maintenance and Repair		\$0	
Institutional Memberships and Subscriptions		\$0	
Equipment and Other Capital Expenditures		\$0	
Total Direct Costs		\$622,799	
Indirect Costs (Indirect Cost Rate= 40%)		\$63,736	
Total Federal Funds	\$33,090,13	\$686,535	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$719,625,13	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: Heather Aaron

Date: 4/29/2021

Project 2- Food Security

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Reporting Progress on State-Level Goals and Objectives:

We are working on making these surveys available for online use via Google Forms and Qualtrics, which will allow for electronic collection of data related to state goals and objectives.

Project/Intervention Title:

Food Security Project, CT SNAP-Ed Program

Related State Objective(s):

Goal 1: Increase healthy food choices among population groups who are receiving or eligible to receive SNAP benefits.

SNAP-Ed participants will demonstrate increased knowledge about making healthy food choices in accordance with the Dietary Guidelines for Americans 2015 including one or more of the following:

- Increase reported fruit and vegetable consumption by at least one-half portion,
- Demonstrate increased knowledge and skills about selecting healthy foods through one of the following activities: label reading, identification of healthy food choices from an array of foods.
- Demonstrate increased knowledge and skills about preparing healthy foods by at least one of the following activities: ability to read and follow directions on a recipe, ability to describe how to properly clean and store fresh produce, demonstration of newly acquired cooking skills and substituting healthier ingredients in recipes.

Goal 2: Increase physical activity among population groups who are receiving or eligible to receive SNAP benefits.

- Demonstrate ability to do simple stretching and other physical activities as appropriate
- Demonstrate increased knowledge of the importance of increasing physical activity and decreasing sedentary activities

Goal 3: Support comprehensive, multi-level interventions and community and public health approaches to shape and facilitate healthy food and physical activity choices among those receiving or eligible to receive SNAP benefits.

- Project will support coordinated systems planning and will integrate program activities into at least one additional neighborhood, municipality, agency, or statewide health promotion initiative.

- Project will develop and execute a coordinated program with at least one additional federally funded program (e.g. Commodity Foods, Child Nutrition Programs, Farmers' Market and retail incentive programs, WIC, CDC, EFNEP)
- Provide training on the development and delivery of culturally appropriate, evidence-based food, nutrition, and physical activity education to at least two additional provider groups (e.g. Area Agency on Aging resource coordinators, early childcare staff, teachers, shelter or soup kitchen staff, emergency food providers). Follow-up training will be conducted with provider groups to assess what was learned. Brief surveys will be developed and administered based on the content provided in the lessons, which will be based on the needs of the group, assessing knowledge and intent to change behaviors.

Audience:

The primary target audience is participants in emergency food programs and federal food assistance programs, or those involved with community agencies who receive food from Connecticut's two food banks.

Audience will be primarily adults with children, heads-of-households or older adults facing food insecurity. After school or summer programs with youth from SNAP-eligible families will also be conducted.

People who receive food from food banks and food pantries or who are shelter residents or clients of soup kitchens are all very low income and potentially eligible to receive SNAP benefits if not already receiving SNAP. We also work in low income communities where over half of the children receive free or reduce-priced school meals, and in senior housing for low-income older adults.

CT SNAP-Ed: Food Security Project will conduct programming in the following communities: Bridgeport, Danbury, Hartford, Manchester, Tolland County, Torrington, Windham and surrounding towns as appropriate. Coordination with other SNAP-Ed projects will ensure that we do not duplicate the services they are providing in the state.

Food and Activity Environments:

Each workshop and local intervention will be tailored to the community being served, based on cultural appropriateness, feedback from participants, partners and key informants, and the environment/access to resources. Whenever possible for local interventions, we will align education and recipes to the foods offered at the farmers' market or mobile food pantry. All lessons and educational materials will align with the Dietary Guidelines and MyPlate.

Promoting physical activity is part of the SNAP-Ed educational messaging. When appropriate, SNAP-Ed educators discuss local options for physical activity, as well as ways individuals can be more physically active at home and at work. Some SNAP-Ed programs

work with community and school gardens, offering opportunities for physical activity as well as access to healthy food.

Many of our programs are held at food pantries or food distribution sites, where participants can access healthy foods and beverages. We also work at farmers' markets and promote the use of SNAP benefits at farmers' markets. Several of our farmers' markets participate in the "double up" program where people can double the value of their SNAP benefits.

Project Description:

The Food Security Project is a state-based intervention that reaches out to the local level. The project runs year- round. Nutrition and food safety education is provided to SNAP recipients and people who receive food from emergency food programs and/or participate in other federal food assistance programs. Workshops are usually 20-90 minutes in duration; programs during food delivery at emergency food sites usually last 1 to 2 hours.

- Face-to-face programs that reinforce, but are not duplicative of WIC, EFNEP or other CT SNAP-Ed efforts. Target groups are women with children, low income heads of households and older adults. School children and seniors will be a smaller target audience. These programs are broken down into two subcategories:
 - Food and Health for Families, Adults and Children: The lessons provided in these class series will follow MyPlate and Dietary Guidelines, with the curriculum chosen based on the needs of the population and the amount of time allotted for the classes. MyPlate for My Family is a curriculum often utilized, providing evidence-based lessons based on the Dietary Guidelines, tailored both English- and Spanish-speaking families with children. The lessons provide practical guidance for increasing physical activity, shopping on a budget and food preparation. Educators also use Families Eating Smart and Moving More, an Expanded Food and Nutrition Education Program curriculum from North Carolina State University. This curriculum provides varied options for interactive lessons, focusing on nutrition, physical activity, shopping on a budget and food safety. There are 21 lessons from which to choose in the Families Eating Smart and Moving More Curriculum from North Carolina State, and every lesson includes hands-on parts of class for food preparation and short physical activity breaks. There are also options for each lesson to be adjusted between 30-90 minutes in length, based on the audience. This is very helpful, as the amount of time provided for lessons varies, and every group moves at a different pace, so this flexible format is very amenable to SNAP-Ed.
 - Nutrition for Older Adults: Workshops will focus on improving food security and health and nutrition status of older adults. Eat Smart, Live Strong is a curriculum used for many of these group sessions. The lessons are tailored to adults 60-74 years of age and emphasize increasing fruit and vegetable intake

and participating in 30 minutes of exercise or more each week. Goal setting, active participation with simple exercises, and easy shopping and cooking tips all help to increase self-efficacy for participants. Lessons are short enough that they can be completed in 45 minutes, but options for adding physical activity can lengthen classes and increase the interactive nature of the class. In order to provide additional options for greater interaction, staff have begun using the new Seniors Eating Well curriculum, which is aligned with the 2015-2020 Dietary Guidelines. This curriculum provides a variety of recipes, along with activities to prepare and taste the recipes. The lessons focus on a format in which discussion is encouraged, allowing greater adaptability to participants' everyday life.

- Local interventions will be at individual emergency food sites, shelters, soup kitchens, farmers' markets (where people can use SNAP benefits and WIC vouchers), mobile food pantries, day care, Head Start, housing sites, grocery stores and community centers. Projected number of programs based on previous year's data is estimated to be 175 reaching approximately 1200 participants who attend workshops (Some will be in a series, so contact numbers will be greater) and over 9000 who attend events such as farmers' markets and health fairs.
 - The focus of nutrition education for farmers' markets and health fairs will be to provide simple guidance to improve nutrition security and dietary intake. MyPlate education materials from www.choosemyplate.gov will be provided, as well as recipes for healthy eating on a budget. When possible, recipes will be aligned with the foods offered at the sites and prepared at farmers' markets using the foods that are for sale that day. Recipes will be from various sources, including English and Spanish recipes from SNAP-Ed Recipe Finder, SNAP4CT and Cooking with EFNEP.

Contingency Plan: If distancing requirements are in place, educators plan to provide education support via YouTube, Zoom and WebEx, with reinforcement of materials on the UConn Extension social media outlets.

Key messages

- Follow MyPlate and U.S. Dietary Guidelines recommendations for better health, including healthy eating and active living.
- Make half your plate fruits and vegetables, half your grains whole and switch to fat-free or low-fat milk and milk products.
- Plan and prepare balanced meals and snacks with foods available from food pantries.
- Use SNAP benefits to "fill in the gaps" with more varied and nutritious foods.

- Eat more fruits and vegetables.
- Follow food safety guidelines to avoid foodborne illness.
- Use food shopping skills, such as label reading, to choose healthy foods while on a limited budget.
- Understand portion sizes
- Enjoy more physical activity

We do not anticipate changing the project methods or strategies at this time, continuing to reach SNAP eligibles in many areas of Connecticut, with a focus on Eastern and Western Connecticut low-income communities where such programs have not been available in the past. We will plan to incorporate experiential learning for undergraduates in the Nutritional Sciences Department for mobile food pantries. This alteration will provide more time for educators to provide direct education to SNAP eligibles, while providing valuable experience for students.

Evidence Base:

Practice-based -- Using a small group and/or individual contact educational model, such as EFNEP, with the curricula we plan to use in our classes, has shown over 90% of participants improve food choices or food behaviors, with an increase in fruit and vegetable intake of about 0.5 cup/day. Additionally, over 80% of participants improve food resource management practices, resulting in improved food security, and over 75% of adults improve physical activity practices, based on data submitted annually to USDA.

Key Performance Indicators (KPIs):

Number of workshop series delivered during implementation; numbers of participants reached; number of partnerships/collaborations

SNAP-Ed participants will demonstrate increased knowledge about making healthy food choices in accordance with the Dietary Guidelines for Americans 2015. Special attention will be placed on using foods commonly available at emergency food programs with suggestions for using SNAP benefits to purchase nutritious foods to enhance the quality of meals and snacks.

Indicators: Acceptance of foods during food tasting (affective), ability to prepare foods during hands-on workshops (behavioral), use of recipes and food tips (behavioral), ability to plan meals and snacks following MyPlate education (cognitive and behavioral).

Measurement of outcome: Numbers of participants and contacts. Informal feedback documented by staff reports, observation of food preparation and food safety skills, 24-hour dietary recall and/or pre/post survey analysis of sample of participants, documentation of intent to make positive changes or reporting of making changes. We will utilize the Fruit and Vegetable Inventory to assess readiness and capacity, as well as 1-2 questions based on the Stages of Change (Transtheoretical) Model, as described by Kim et al.¹ We will also utilize the updated EFNEP Food and Physical Activity Questionnaire for a subset of participants, as this tool has been validated and questions target behaviors aligned with the Dietary Guidelines, as well as the Share our Strength Cooking Matters for Adults Survey.

2. SNAP recipients, eligibles and people receiving emergency foods will improve food management knowledge and skills so they can stretch their SNAP benefits and food dollars and rely less on emergency foods to meet nutritional needs.

Indicators: Demonstration of increased knowledge and skills through one or more of the following: label reading, identification of healthy food choices from an array of foods, ability to read and follow directions on a recipe, ability to describe how to properly clean and store fresh produce, demonstration of newly acquired cooking skills and substituting healthier ingredients in recipes, pre/post survey of sample of participants. We will utilize the Share our Strength Cooking Matters for Adults Survey as well as the EFNEP Food and Physical Activity Questionnaire to assess these outcomes.

Measurement of outcome: Numbers of participants and contacts. Informal feedback documented by staff reports, observation of food preparation, food management and shopping skills, food safety surveys, documentation of intent to make positive changes or reporting of making changes.

3. Support comprehensive, multi-level interventions and community and public health approaches to shape and facilitate healthy food and physical activity choices among those receiving or eligible to receive SNAP benefits.

Indicators: SNAP-Ed staff involvement in food policy groups, community agencies and coalitions will enhance nutrition education efforts in targeted communities.

Measurement of Outcome: Numbers of program activities integrated with neighborhood, municipality, agency, or statewide health promotion initiative. Narrative reports by community-based SNAP-Ed educators. Number of coordinated programs with federally funded programs. Number of trainings offered to providers.

Use of Existing Educational Materials:

From USDA:

- MyPlate materials (English and Spanish) (www.choosemyplate.gov)
- SNAP-Ed Recipe Finder (English and Spanish when available)

- Healthy Eating on a Budget
- “MyPlate for My Family” materials (English and Spanish)
- “Eat Smart, Live Strong” materials (English and Spanish)
- “Fight Bac!” materials

Recipes for Healthy Kids & Team Nutrition as appropriate

- www.foodsafety.gov

From Other States:

- Iowa State Food and Nutrition Calendar (English and Spanish)-- purchased
- Iowa State “Spend Smart, Eat Smart” materials (English)
- Colorado & California – Eating Smart, Being Active (English and Spanish)
- Families Eating Smart and Moving More and Cooking with EFNEP Cookbook (English and Spanish)-North Carolina State University
- English/Spanish Pictorial Recipes – Oregon State University
- Seniors Eating Well- Pennsylvania State University (English)

Connecticut Resources:

- Farm Fresh, CT Grown recipes (English and Spanish)
- SNAP4CT (www.snap4ct.org) (English and Spanish)
- Recipes and lesson plans already developed

Other:

Cooking Matters educational materials

Development of New Educational Materials:

We do not plan to develop any major, new nutrition education materials. We will revise materials from other sources to meet participants’ limitations of food access, income, skills, cooking equipment, literacy, as well as the culture and language of our participants. Our recipes include menu ideas for balanced meals, so we will provide as needed. We may develop recipes for food items available in season/commodity foods as needed. New materials may be developed specifically for the food pantry and homeless shelter population

if the existing materials are not effective in delivering nutrition messages due to literacy level, cultural sensitivity or other issues. All new materials will be sent to the SNAP Agency (CT Department of Social Services) for approval before being used in programming.

Evaluation Plans

Name:

Food and Health for Families, Adults and Children and Nutrition for Older Adults

Type:

Outcome evaluation

Questions:

We will use surveys that address knowledge of nutrition, physical activity and food resource management, as well as intent to change/willingness to change dietary and physical activity behaviors.

Approach(es):

We are planning several methods of evaluation to address these questions. As discussed above, will utilize the Fruit and Vegetable Inventory, the Share our Strength Cooking Matters for Adults Survey, EFNEP Food and Physical Activity Questionnaire, for a subset of participants. These surveys all address dietary changes, and the EFNEP survey also assesses food resource management, physical activity and food safety. Each lesson in the Seniors Eating Well Curriculum includes a short evaluation, including questions regarding knowledge and intent to change/behavioral questions. We will use these evaluations when using this curriculum with seniors. Additionally, we will use the validated survey for 3rd to 5th graders from EFNEP when working with children in this age range. This survey includes 14 questions assessing intake of fruits, vegetables, sugar sweetened beverages, as well as questions related to physical activity, screen time and food safety.

Planned use:

We will use these results to adjust class content and approach in order to increase effectiveness and identify strengths and weaknesses. Additionally, we will share this data with partners, stakeholders and participants to convey the benefits of the program.

Prior Evaluation:

N/A

Use of SNAP-Ed Evaluation Framework:

Surveys align with:

- ST1 (Healthy Eating Goals and Intentions)

- ST2 (Food Resource Management Goals and Intentions)
- ST3 (Physical Activity and Reduce Sedentary Behavior Goals and Intentions)
- ST4 (Food Safety Goals and Intentions)

Coordination of Efforts

The SNAP-Ed Food Security Project will coordinate with other CT SNAP-Ed partners in an effort to provide the most appropriate programming to various audiences in targeted communities. We will interact regularly with other programs via email and will check with them to ensure that services are not duplicated. We will also coordinate with the EFNEP program, CT FoodCorps, and UConn Extension to avoid duplication and work with state or local food policy councils to assist in meeting their nutrition education efforts.

The CT SNAP-Ed Food Security Project will provide civil rights training in coordination with CT Department of Social Services to ensure compliance. Currently, all materials used in our programs include an address and phone number where individuals can make a civil rights complaint to USDA office of Civil Rights.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO: Mashantucket Pequot Tribal Nation

Name of the individual(s) contacted: Jeremy Whipple (Historical and Cultural Preservation Committee Member), Daniel Menihan (Tribal Council Member)

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

The PI has been involved in a project through a grant led by UConn Extension that is assisting in growing traditional crops, with nutrition educators providing classes on preparation of traditional recipes, along with nutrition education and food safety for tribal youth in the “Hi-Five” program. We intend to not only continue these efforts, but expand programming to nutrition education and food preparation for adults, potentially through SNAP-Ed moving forward, with a continued focus on traditional foods and growing healthy foods on the farm through collaborative efforts between UConn Extension and the Mashantucket Pequot Tribal Nation.

Additionally, the tribe has discussed accepting SNAP at their farmers’ market for fruits and vegetables in the future. SNAP-Ed would be extremely helpful to support this process with nutrition education and information regarding healthy recipes, food preparation, food resource management (shopping on a budget) and food safety.

References

1. Kim K, Reicks M, Sjoberg S. Applying the theory of planned behavior to predict dairy product consumption by older adults. *J Nutr Educ Behav*. 2003;35:294-301.

Template 3: SNAP-Ed Staffing Plan

Staffing

Project Name: UConn Food Security

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Community Nutrition Educator (Assistant Extension Educator)	40% FTE based on 35-hour work week	10%: Submitting EARS reports, time and effort, accounting for travel, attending meetings	90%: Approaches 1, 2 and 3: Delivery of nutrition education programs, cooking demonstrations, meeting with site contacts, PSE work with local organizations/committee work, developing education and outreach materials	\$25,523 salary \$10,975 benefits \$36,498 total
Community Nutrition Educator (Public Service Specialist)	48% FTE based on 35-hour work week (17 hours/week for 52 weeks)	10%: Submitting EARS reports, time and effort, accounting for travel, attending meetings	90%: Approach 1: Delivery of nutrition education programs, cooking demonstrations, meeting with site contacts	\$30,940 salary \$6,033 benefits \$36,973 total
Community Nutrition Educator (Public Service Specialist)	20% FTE based on 35-hour work week (7 hours/week x 52 weeks)	10%: Submitting EARS reports, time and effort, accounting for travel, attending meetings	Approach 1: 90%: Delivery of nutrition education programs, cooking demonstrations, meeting with site contacts	\$12,740 salary \$2,484 benefits \$15,224 total

Community Nutrition Educator (Public Service Specialist)	30% FTE based on 35-hour work week (10.5 hours/week x 52 weeks)	10%: Submitting EARS reports, time and effort, accounting for travel, attending meetings	Approach 1: 90%: Delivery of nutrition education programs, cooking demonstrations, meeting with site contacts	\$19,110 salary \$3,726 benefits \$22,836 total
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$88,313 salary \$23,218 benefits \$111,531 total

SNAP Ed Related Job Duties

Community Nutrition Educator (Assistant Extension Educator): (0.40 FTE at fringe rate 56%) responsible for delivery of nutrition education programs, cooking demonstrations, meeting with site contacts, PSE work with local organizations/ committee work, developing education and outreach materials submitting EARS reports, time and effort, accounting for travel and attending meetings.

Community Nutrition Educator (Public Service Specialist): (0.48 FTE at fringe rate 19.5%) responsible for delivery of nutrition education programs, cooking demonstrations, meeting with site contacts, submitting EARS reports, time and effort, accounting for travel and attending meetings.

Community Nutrition Educator (Public Service Specialist): (0.20 FTE at fringe rate 19.5%) responsible for delivery of nutrition education programs, cooking demonstrations, meeting with site contacts, submitting EARS reports, time and effort, accounting for travel and attending meetings.

Community Nutrition Educator (Public Service Specialist): (0.30 FTE at fringe rate 19.5%) responsible for delivery of nutrition education programs, cooking demonstrations, meeting with site contacts, submitting EARS reports, time and effort, accounting for travel and attending meetings.

FTE Basis: Full time equivalent is based on 35 hours per week for 52 weeks, or 1820 hours.

Salary & Fringe

DIRECT PROGRAM STAFF – Fiscal Year 2021

(a) Program Salaries

<u>Position/Name</u>	<u>Annual Salary</u>	<u>No. of Persons</u>	<u>FTE</u>	<u>Salary</u>
Comm Nutr Edu/Heather Peracchio	\$63,807	1	40%	\$25,523
Comm Nutr Edu/To be hired	\$64,458	1	48%	\$30,940
Comm Nutr Edu/To be hired	\$63,700	1	20%	\$12,740
Comm Nutr Edu/To be hired	\$63,700	1	30%	\$19,110

Total Program Salary amount from section (a)
\$88,313

b) Program Fringe

<u>Position/Name</u>	<u>Fringe %</u>	<u>Total Fringe</u>
Comm Nutr Edu/Heather Peracchio	43%	\$10,975
Comm Nutr Edu/To be hired	19.5%	\$6,033
Comm Nutr Edu/To be hired	19.5%	\$2,484
Comm Nutr Edu/To be hired	19.5%	\$3,726

Total Program Fringe amount combined from section (b)
\$23,218

Total Program Salary and Fringe (amount from section (a) & (b) combined)
\$111,531

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

University of Connecticut, College of Agriculture, Health and Natural Resources
Food Security Project, CT SNAP-Ed Program

Total Federal funding, grant

\$123,703 + \$33,879 carryover = \$157,582

Description of services and/or products:

The Food Security Project is a state-based intervention that reaches out to the local level. The project runs year-round. Nutrition, cooking and food preparation, physical activity and food resource management education is provided to SNAP recipients and people who receive food from emergency food programs and/or participate in other federal food assistance programs. Workshops are usually 20-90 minutes in duration, with key messages that encourage healthy eating and physical activity based on the USDA MyPlate and the Dietary Guidelines. Three community-based nutrition educators will provide programs in Bridgeport, Danbury, Tolland County Manchester, Torrington, and Windham, including:

- Face-to-face programs that reinforce, but are not duplicative of WIC, EFNEP or other SNAP-Ed agency efforts. Target groups are families with children and low-income heads of households.
- Local interventions will be at individual emergency food sites, shelters, soup kitchens, farmers' markets (where people can use SNAP and WIC benefits), day care, Head Start, housing sites, grocery stores and community centers. School children and seniors will be a smaller target audience.

Projected number of programs based on previous year's data is estimated to be 175 reaching 1,200 participants who attend workshops (Some will be in a series, so contact numbers will be greater) and approximately 9,000 who attend events such as farmers' markets, mobile food pantries and health fairs. We expect to have a slight increase in indirect intervention channels and Policy, System and Environment (PSE) building, as we plan to mentor Nutritional Sciences undergraduates involved in Independent Study. The PI and staff will train students and oversee indirect education they provide in the community as an opportunity for experiential learning. This adjustment will hopefully free up our educators to provide more direct education, increasing the number of participants reached through lessons.

Contingency Plan: We will connect with the partners mentioned above to provide education via online methods, via social media posts, YouTube, as well as WebEx/Zoom or potentially

Facebook Live. We will also consider starting a closed Facebook group to reinforce content learned, encouraging participants to post pictures and discussion of recipes prepared, physical activity completed, and foods purchased at the store.

Cost of specific services and/or products:

Salary = \$88,313

4 part time community educators who will implement local SNAP-Ed programming. See job description for community nutrition educators, which will apply to all community-based staff.

Fringe for staff = \$23,218

1 part time community educator (43.0% fringe)

3 part time special payroll community educators (19.5% fringe)

Total Salary and Benefits = \$111,531

Contingency Plan

If distancing limitations are in effect, we will hire staff capable of working remotely, and work with other agencies to identify ways to collaborate, for part-time staff to assist with delivery of education and assistance with social media.

Sub-Contract to Interfaith AIDS Ministry of Greater Danbury = \$5,000*

(See separate Template 4A, Sub-grantee, for this sub-contractor)

Non-capital equipment and supplies - \$3052

To cover costs of materials for educational workshops including food demonstration supplies such as plastic and paper goods, handouts, food prep supplies (\$200), food for demonstrations (\$700). Computers and computer/remote work accessories for new staff (\$2152) Given the hiring of new staff, and the demand for more remote work and online classes with distances, educators will need to be able to complete all areas of their jobs effectively from home.

Contingency Plan:

If distancing limitations are in effect, these funds will be repurposed to ensure staff have appropriate technology supplies, including laptops, microphones, tripods, holders, etc.

Materials = \$1745

To cover cost of purchasing educational nutrition calendars, recipe books, insulated grocery bags and lunch bags, and other educational materials, as well as copying charges.

Travel = \$3737

For 3 part time educators and the PI for direct delivery of nutrition education programming, to meet with community partners, to market programs, to provide technical assistance and foster coordination and collaboration. To attend staff meetings and in-state meetings and conferences as appropriate.

In-state travel: 130 miles at 0.575 per mile = \$74.75 for 12 months = \$897 x 4 staff = \$3,588, plus \$149 for PI annual in-state travel of 259.1 miles.

Contingency Plan

As with the plan for use of equipment funds, if distancing limitations are in effect, these funds will be repurposed to ensure staff have appropriate technology supplies, including laptops, microphones, tripods, holders, etc.

Total Direct Costs = \$125,065

Indirect costs - \$32,517

TOTAL = \$157,582

Section B. Project Costs

Name of sub-grantee:

Interfaith AIDS Ministry of Greater Danbury, Inc.

Total Federal funding, grant:

\$5000.00

Description of services and/or products:

The Interfaith AIDS Ministry of Danbury, Food Pantry, has worked with SNAP-Ed for several years to provide nutrition education services of a Dietitian to clients of the Food Pantry and Project recipients in Danbury.

The dietitian will develop and provide nutrition education programs for the clients and staff of the contractor, including bi-weekly food demonstrations, monthly lunch time programs and individualized education with nutritional assistance in food selection and dietary guidance to Pantry participants.

Cost of specific services and/or products:

\$5,000.00 to cover 250 hours of the Dietitian's time

Federal Fiscal Year: 2021**State: Connecticut****Sub-grantee Name: UConn Food Security**

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	\$22,836	\$88,695	
Contracts/Sub-Grants/Agreements		\$5,000	
Non-Capital Equipment/ Office Supplies	\$2152	\$900	
Nutrition Education Materials	\$1003	\$742	
Travel	\$897	\$2840	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$26,888	\$98,177	
Indirect Costs (Indirect Cost Rate=__26%__)	\$6991	\$25,526	
Total Federal Funds	\$33,879	\$123,703	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$157,582	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits:

Salary = \$88,313: Four part time community educators who will implement local SNAP-Ed programming. See job description for community nutrition educators, which will apply to all community-based staff. Fringe for staff = \$23,218, 1 part time community educator (43.0% fringe), 3 part time special payroll community educators (19.5% fringe) Total Salary and Benefits = \$111,531

Contracts/Sub-Grants/Agreements: Retain copies of agreements on site.

Inter-faith AIDS Ministry of greater Danbury = \$5,000

Salary: \$5,000

Materials: N/A

Travel: N/A

Building Space: N/A

Utilities and Insurance: N/A

Non-capital equipment/office supplies:

\$3052: To cover costs of supplies for educational workshops including food demonstration supplies such as plastic and paper goods, handouts, food prep supplies (\$200), food for demonstrations (\$700). Computers and computer/remote work accessories for new staff (\$2152).

Nutrition Education Materials:

\$1745: To cover cost of purchasing educational nutrition calendars (<\$3 per item), recipe books (<\$3 per item), insulated grocery bags (\$2.16 per item) and lunch bags (\$1.52 per item), and other educational materials, as well as copying charges for copying handouts. All materials are under the \$4 threshold.

Travel:

\$3737

For 4 part time educators and the PI for direct delivery of nutrition education programming, to meet with community partners, to market programs, to provide technical assistance and foster coordination and collaboration. To attend staff meetings and in-state meetings and conferences as appropriate.

In-state travel: 130 miles at 0.575 per mile = \$74.75 for 12 months = \$897 x 4 staff = \$3588, plus \$149 for PI annual in-state travel of 259.1 miles.

Building/space lease or rental:

N/A

Cost of publicly-owned building space:

N/A

Maintenance and repair:

N/A

Institutional memberships and subscriptions:

N/A

Equipment and other capital expenditures:

N/A

Total direct costs: \$125,065

Total indirect costs: \$32,517

The total indirect cost of \$32,517 is the amount of direct funds (\$125,085) multiplied by the indirect cost rate of 26%.

Total Federal funds: \$157,582

Estimated unobligated balances (carry-over) from current FY to next FY, if any:

\$33,879

Total Federal funds including unobligated balance from previous FY:

Indicate the total amount of Federal funding to be used in your State Plan. **This should include any unobligated balance from the previous FY.**

Section C. Travel

Travel expenditures are a variable cost. In order to be considered for funding, the request should provide a direct and clear link to providing quality SNAP-Ed programming for the target audience. States are reminded that they may use a portion of their SNAP-Ed allocation for State agency travel for the same purpose. Total Travel Cost (In- and Out-of-State) per project to be entered as line 5 of budget summary (Template 4).

Provide the following information for all travel included in your SNAP-Ed budget:

In-State Travel***Travel Purpose:***

Travel will include direct delivery of nutrition education programs, as well as travel for meetings with community partners to schedule programs, promote programs, provide technical assistance and foster coordination and collaboration. Travel will include attending staff meetings and in-state meetings and conferences as appropriate. Delivery of nutrition education programs requires traveling to community-based sites.

Travel destination (city, town or county or indicate local travel):

Local food pantries, homeless shelters, community agencies throughout Connecticut, program staff offices for meetings. Will cover a wide area throughout Fairfield, Tolland and Hartford Counties.

Number of staff traveling:

3 Nutrition Educators and one Project Director

Cost of travel for this purpose:

\$3,737

For 3 part time educators and the PI for direct delivery of nutrition education programming, to meet with community partners, to market programs, to provide technical assistance and foster coordination and collaboration. To attend staff meetings and in-state meetings and conferences as appropriate.

In-state travel: 130 miles at 0.575 per mile = \$74.75 for 12 months = \$897 x 4 staff = \$3,588, plus \$149 for PI annual in-state travel of 259.1 miles.

Total In-State Travel Cost: \$3,737

Out-of-State Travel: N/A

Total In-State Travel Cost: \$3,737

Federal Fiscal Year: 2021

State: Connecticut

Sub-grantee Name: UConn Food Security

Expenses	Unobligated Balances (Carry- over) from Previous FY	Current FY Budget	Non- Federal Support
Salary/Benefits	\$22,836	\$88,695	
Contracts/Sub-Grants/Agreements		\$5,000	
Non-Capital Equipment/ Office Supplies	\$2152	\$900	
Nutrition Education Materials	\$1003	\$742	
Travel	\$897	\$2840	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$26,888	\$98,177	
Indirect Costs (Indirect Cost Rate= <u>26%</u>)	\$6991	\$25,526	
Total Federal Funds	\$33,879	\$123,703	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$157,582	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: Joni Gaud

Date: 07/30/2020

Project 3 - Hispanic Health Council School and Family- Based SNAP-Ed

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Reporting Progress on State-Level Goals and Objectives:

All data collected by the Hispanic Health Council (HHC) are entered into secure electronic databases either Access, Excel to collect EARS data collection program, and for program evaluation purposes. All raw data is exported to SPSS statistical software for analysis and reports. The program does not collect personal identifiers when collecting participant's information.

The Hispanic Health Council's Finance Department oversees and monitors all SNAP-Ed program budgets and expenses. All finance transactions are kept in a secure electronic financial database.

Description of projects/interventions:

Project/Intervention Title:

Hispanic Health Council SNAP-Ed Program (HHC-SNAP-Ed)

Related State Objective(s):

The Hispanic Health Council program supports the Connecticut SNAP-Ed State Plan goals and objectives.

Audience:

The HHC SNAP-Ed program targets low-income SNAP recipients or likely eligible participants living in seven towns with a high number of SNAP participants (Hartford, New Haven, Waterbury, Bridgeport, New Britain, Norwich, and New London). The program also provides services at other towns that have a good number of SNAP participants, such as Meriden, East Hartford, West Haven, Hamden, and Bristol but not on a regular basis. The main seven towns that are targeted have a diverse population and high levels of poverty (table 1). HHC-SNAP-Ed program follows a lifespan approach by providing nutrition and exercise education services to pregnant and post-partum women and their infants, preschool and school age children, adolescents, adults and older adults. The program focuses on reaching low-income families with children and low-income minority populations, mostly those that only speak Spanish.

Table 1 Characteristics of HHC SNAP-Ed Targeted Towns ⁸²				
	Population	Race %	Median Household	Poverty %
Hartford	122,105	Black: 36.9 Hispanic:44.5 White not Hispanic:14.8 American Indian:0.4	\$34,338	30.1
New Haven	130,250	Black: 33.0 Hispanic:30.3 White not Hispanic:30.5 American Indian: 0.4	\$41,142	25.9
Waterbury	107,568	Black: 20.9 Hispanic:36.8 White not Hispanic:37.9 American Indian:0.2	\$41,617	23.0
Bridgeport	144,399	Black: 35.3 Hispanic:40 White not Hispanic:20.3 American Indian: 0.5	\$45,441	21.4
New Britain	72,495	Black: 12.7 Hispanic: 41.3 White not Hispanic:41.5 American Indian: 0.1	\$45,258	22.0
Norwich	38,768	Black: 11.4	\$55,391	14.1

⁸² Information updated using Population Census Estimates, July 1, 2019 by town. Available at: <https://www.census.gov/quickfacts/CT?>

		Hispanic:14.3 White not Hispanic:60.8 American Indian: 0.8		
New London	26,939	Black: 15.4 Hispanic:34.7 White not Hispanic:44.1 American Indian: 0.2	\$39,675	29.0

Food and Activity Environments:

The HHC-SNAP-Ed Program provides culturally appropriated nutrition and exercise education through activities that are specially tailored to participants' age, literacy levels, cultural heritage, and food budget. These educational activities are aimed to increase participants' awareness, knowledge and skills to facilitate adoption of better eating and exercise habits. In addition, program staff actively participates on community coalitions, and committees, working with partners in improving access, within the target communities, to healthy food and places to be physically active.

Project Description:

The HHC SNAP-Ed Program utilizes a comprehensive life course approach to improve the nutrition and physical activity levels of SNAP recipients. The program's nutrition and exercise education efforts use a mix of direct and indirect methodologies to deliver education to its target population. HHC SNAP-Ed direct education services are provided through group and individual sessions, which include engagement activities aimed to increase participant's knowledge and skills necessary to adopt better eating and activity behaviors. These activities are designed with the intensity necessary to reinforce the educational messages based on the latest 2015 USDA Dietary Guidelines, My Plate food guide and CDC 2008 physical activity recommendations. All services are available in English and Spanish. For fiscal year 2020-2021, due to impact of the COVID19 Pandemic, HHC has prepared a contingency plan for each of the direct activities presented in this document. Mainly, it will deliver its direct in-person activities as live virtual online format, these adaptations have been developed in full consultations with our community partners and we had pre-tested most of them hence, we feel confident that this plan will be well implemented as the impact of this Pandemic continue to be felt during fiscal year 2020-2021. The HHC-SNAP-Ed will continue to enhance the services currently offered as follows: a) through the incorporation of bilingual videos (English/Spanish) demonstrating the preparation of vegetable and healthy culturally appropriated recipes as a complement of all direct services delivered either in person or virtually; b) Continue to offer one month e-texting nutrition and exercise messaging to adults

participating in direct presentation (in person or virtual presentations); c) Invite participants to follow us in our Facebook page containing nutrition information, links to videos, events, food and physical activity resources in the community, live presentations, as well as subscribe to our YouTube channel.

The plan for implementation of these enhanced services in FY 2020-2021 include the following: 1) producing weekly short videos related to main nutrition and exercise key messages and topics, and 2) developing monthly calendars for Facebook postings and YouTube videos, which will also be reviewed weekly for changes and adaptations to the initially monthly plan. Thus, in FY 2020-2021, full implementation of these enhancement activities will occur, and the program will evaluate the impact of these activities on the overall services.

In addition, in FY 2020-2021 HHC-SNAP-Ed program will continue with the social media campaign promoting eating rich fiber foods which started during the summer of 2020 and evaluate its impact on participants using a pre/post -test evaluation approach.

The HHC-SNAP-Ed program will also continue to work in local and state coalitions working towards improving food security, prevention of childhood obesity, and promoting physical activity.

Nutrition and Exercise Education for Children:

- 1) Puppet Shows: The program offers nutrition education for children from preschool to 3rd grade using a series of seven interactive puppet shows each offering follow-up classroom activities, as well as nutrition education information for parents of children attending presentations. The following topics are covered during these presentations: a) eating healthy by using My Plate; b) preventing chronic diseases by eating healthy and exercising; c) eating plenty of fresh fruits and vegetables; d) eating well, drinking water and exercising every day; and d) avoiding foodborne illness by following the 4 steps to keep foods safe from bacteria. In-person Puppet shows last between 30 to 40 minutes, each has pre/post questions based on presentation's topic, a song summarizing the main messages and visuals aids reinforcing them. Also, after each presentation, teachers evaluate children's understanding and provide comments about the session by completing a brief survey; they also receive classroom follow-up materials to discuss with children, along with hand-outs to send home covering nutrition and exercise information for parents of children attending these presentations.

Due to COVID-19, in person presentations were interrupted in mid-March 2020. Thus, for FY 2020-2021, we conducted a survey among teachers from the targeted towns where the program works. Most teachers indicated that they will be using online puppet shows in their classrooms if offered by our program. Thus, HHC will

be offering the series of nutrition and exercise puppet shows to teachers through a 20 minute virtual video or virtual live presentations; to summarize these virtual presentations, we will include a song and a visual presentation of the main nutrition and exercise messages covered during each session. For the virtual options, teachers will be e-mailed pre and post-test questions to ask children at each presentation, this will help to make interactive and assess children understanding of the main messages on live presentations nutrition educator will also do the introductory and final questions. Teacher's assessment of the overall educational experience for virtual performances will be evaluated by completing a brief online survey the same week of the presentation. For all type of presentation (in-person, virtual live or video) a new complementary follow-up classroom experience will be offered to teachers, these are 5-10-minute story-book version of each puppet show. Teachers will also share virtual and social media links with parents of children attending these puppet shows presentations. The goal is that parents/caregivers also receive nutrition and exercise information related to the main messages delivered through these presentations. In both formats (n-person or virtual) parents will be invited to enroll in e-texting activities to receive nutrition and exercise tips. These services are delivered in partnership with Early Childhood Centers (ECC), public schools, public libraries, city recreational services, and community organizations serving low-income populations.

- 2) Jeopardy Games: this activity is for children from 4th grade and up with follow-up classroom activities for teachers, as well as nutrition education for parents of children attending these presentations. The main topics of these series of jeopardy games are: My Plate, Food Safety, and Nutrition facts and Healthy Drinks. As previously planned for FY 2020-2021, the program will offer a 3rd jeopardy game about the nutrition facts and the importance of drinking water. In the delivery of these services, the program works in partnership with public schools, after school programs for low-income youth, summer feeding programs, and park and recreation services. Our contingency plan for this activity, consist in 40-60 minutes of virtual classes using the same format than in person but delivered using online platforms (i.e. Zoom). Teachers will also share with parents the link to nutrition information from our program and complete an evaluation survey after each presentation.
- 3) Media-Smart-Youth: Eat, Think and Be Active! is an interactive afterschool/summer camp program for young people ages 11 to 13. It helps children to develop critical thinking skills that will aid them in making better food choices while increasing their physical activity habits. The program helps children to analyze the complex media world around them, which influences their health, nutrition and physical activity. It consists of 10 lesson of 90 minutes each, it includes a healthy snack preparation with tasting and a physical activity

break. Children work in teams on a project specific to developing healthy eating and exercise promoting messages for their peers. Our main partners for the delivery of these activities are public schools and youth focused community agencies.

Starting this summer, this activity will be also offered with virtual classes using online platforms such as Zoom and YouTube. The 10 classes are offered twice per week for 5 weeks. These virtual classes also include a series of exercise classes and healthy snack preparation offered through our YouTube channel for children to see, and links to parents including bilingual nutrition information developed by the program or links to SNAP-Ed Connections material. Each class also provides home activities for children and their parents, all these activities are designed to re-inforce the main messages.

Nutrition and Exercise Education Activities for Adults:

- 4) Group presentations for parents. It's a series of nutrition and exercise workshops aimed at increasing knowledge and abilities to facilitate the adoption of healthier nutrition and physical activity behaviors. The program will use the Eating Smart/Being Active curriculum to conduct group education to parents. This curriculum is evidence based, it consists of 9 lessons lasting from 90 to 120 minutes. Topics covered include: eating healthy, food preparation skills development, physical activity, and food resource management. This option will be offered to parents attending groups which will usually meet at schools and other community places since it consist on 9 sessions. A series of group nutrition education activities from the "Eating Smart Being Active" curricula series will include cooking demonstration or food tasting activities, as well as educative materials and handouts from the same curricula will be distributed to participants to reinforce the healthy nutrition and physical activities messages. The program will also use its own practice tested curricula consisting of 4 sessions about the following topics 1) healthy eating on a limited budget; 2) smart food choices using the food label; 3) food portion control and being active to achieve health/weight control; 4) healthy meal preparation with food safety. Each lesson last 60 minutes and are offered as a single presentation or as part of a series. Our main partners are HHC Maternal and Child Programs (MCP), and other MCP within the community, parent's liaisons, and resource centers from public schools, city's offices, community agencies, and community clinics. All nutrition education group activities include a food tasting activity or a cooking demonstration.

The contingency plan during COVID restricted in-person activities is to continue to provide these presentations for parents/caretakers using online platforms to conduct virtual presentation weekly for HHC clients and other community partner agencies and clinics serving low income population. Pre and post surveys to assess change in knowledge and behaviors will be conducted in coordination with

community health workers already engaged with the families. Several organizations have already agreed to partner with us facilitating access to the families and to the virtual presentations.

5) Nutrition Education Activities for Older Adults.

Group presentations and Individual education is provided to older adults at senior centers, senior housing and places of distribution for CFCP program for seniors. The evidence-based curricula that is being used is “*Eat Smart Live Strong*” curricula with older adults available at:

<https://snaped.fns.usda.gov/library/materials/eat-smart-live-strong-nutrition-education-older-adults>.

The contingency plan for COVID restricted in-person activities is to provide these presentations for older adults at senior centers virtually videos or live presentations. Furthermore, we will offer virtual jeopardy games and bingo activities as well as dancing activities to seniors that are able to handle online activities. We are working with partners to facilitate registration to our events for their clients and pre/post survey assessments to assess change in knowledge and behaviors among participants.

6) Healthy for Life Educational Experiences and Know your Number Campaign.

The Hispanic Health Council was chosen as a Healthy for Life Educational Site by the American Heart Association (AHA). Thus, HHC will continue to partner with the American Heart Association using materials from the Healthy for Life Campaign. HHC-SNAP-Ed series of four nutrition education sessions and incorporating material from AHA curricula such as videos and recipes on the delivery of these presentations. Each presentation is offered as a series of 4 two hours workshops, which include videos and activities taken from the Healthy Life Experiences curricula available in English and Spanish at:

http://www.heart.org/HEARTORG/HealthyLiving/HealthyEating/Nutrition/Healthy-For-Life-Resources_UCM_491278_Article.jsp#.W0YZ7NL0mUI. The evidence-based intervention curriculum that is being used is Eating Smart/Being Active curricula. In addition, the HHC-SNAP-Ed program educates on reducing sodium and saturated fat intake and increasing fresh fruits and vegetables in the diet. At these sessions, AHA complements the services by providing licensed nurses which take participants’ blood pressure and provide education them on the AHA Know your Numbers campaign,

http://www.heart.org/HEARTORG/Conditions/HighBloodPressure/KnowYourNumbers/Understanding-Blood-Pressure-Readings_UCM_301764_Article.jsp#.W033-NL0mUk.

AHA also provides educational materials about blood pressure readings at these group sessions.

The contingency plan for COVID restricted in-person activities is to continue providing virtual nutrition and physical activities information about lowering blood pressure by following a low sodium and low saturated fat diet and eating plenty of fruits and vegetables. This activity is done in partnership with the AHA, Southern State University and Community Clinic partners.

Nutrition and Exercise Education for Adults with a PSE Initiative

The program also conducts direct education connected to a PSE initiative through the following projects:

- 7) HHC Maternal and Child Program (MCP). MCP staff is trained by the HHC-SNAP-Ed program nutritionist to educate their clients about good nutrition and being active. The HHC-SNAP-ED program uses the *Eating Smart/Being Active* curriculum which has three individual maternal and infant lessons. The topics of the lessons are: eating smart during pregnancy, feeding your baby and feeding your baby solid foods. This program complements this information about planning healthy meals with My Plate, making healthy choices at the supermarket, food safety during pregnancy. A total of 6 in-training, one-hour sessions are provided to staff working on these programs. During FY 2021, staff will continue to be trained on teaching mothers about prenatal nutrition, benefits of breastfeeding, complementary feeding, including responding feeding, which is feeding the child nutritious food by following their child's hunger and satiety cues. HHC-MC staff will educate clients for ½ hour on each of these nutrition topics at client's homes, and at their offices. HHC-MCH program staff provides support to pregnant women and mothers with small children to access food assistance programs. They also work with a network of community agencies and clinics, and food banks in the area to make referrals or receive referrals for needed services. Thus, HHC-SNAP-Ed program and HHC-MCH programs work together in improving the food security of low-income mothers and their children.

The contingency plan for COVID restricted in-person activities is to continue providing nutrition education to their clients during their virtual home visits. In addition, they will also invite their clients to participate in a series of virtual group presentations conducted by SNAP Ed nutritionist. . They will continue to be invited to receive texting messages about good nutrition and exercise. These text messages in addition to nutrition and exercise tips, it also provides information about access to food resources in the community.

- 8) The Hartford Mobile Market (HMM) was the result of formative research conducted by the HHC and a University partner, as a way to increase access to fresh produce among residents of low-income Hartford neighborhoods. This

fresh produce mobile vendor provides services among low-income neighborhood in Hartford. It is available year-round and program staff conduct direct nutrition education services at the several mobile stops that include a WIC office, Community Health Centers, and low-income housing. The HHC-SNAP-Ed program staff conducts vegetable tasting activities at market sites during the summer and early fall. Individual education provided are 20 minutes with 5-10 minutes to answer question/comments. The program uses weekly topics based on the 10 tips from My Plate (<https://www.choosemyplate.gov/search?keyword=10+tips>) and provides recipes and shows videos from My Plate Kitchen (<https://www.choosemyplate.gov/myplatekitchen/recipes?f%5B0%5D=program%3A140>). It also reinforces educational messages and promotes its usage through e-texting nutrition education. The Hartford Food System runs the market's daily operations and the HHC-SNAP program maintains communication with them in the delivery of nutrition education and exercise services.

The HMM contingency plan when in-person activities are not possible will be enrolling customers to texting by providing nutrition material with information at the point of purchase, which will include an invitation to enroll on e-texting nutrition education. Clients can self-enroll in this service by texting a keyword provided to them. The messages will have tips, link to videos to see preparation of recipes, and to weekly live presentation on SNAP-Ed Facebook.

9) The Holcomb Farm project.

Hispanic Health Council is a member of a Community Supported Agriculture farm, known as Holcomb Farm, located in Granby CT. This farm offers memberships to community organizations in Hartford that provide services to low-income clients, which result in weekly vegetable shares delivered at the agency from June through the end of the season. The HHC-SNAP-Ed program provides weekly nutrition education with recipes, accompanied several times during the season with vegetable tasting activities. Participants receive a weekly share of the vegetables. This activity increases access to fresh produce, providing ideas for its preparation, storage and nutritional benefits. In other words, it brings the farm to the city. The lessons are chosen from My Plate for My Family <https://snaped.fns.usda.gov/snap/MPMF/EducatorsHandbook.pdf>, and Eating Smart/Being active curricula, adapting both to individual education. Vegetable cooking demonstrations are conducted using recipes developed by the program and the University of Connecticut Extension –College of Agriculture.

The contingency COVID plan for this activity is to promote the activity in our PANA-SNAP-Ed <https://www.facebook.com/hisphealthcouncil>. Community members will be asked to register for the activity and those that attend the virtual presentation will be provided with a bag of fresh organic vegetables, recipes, and a link to see the preparation of the recipe online. For already enrolled participants in HHC programs, CHW will facilitate the access to those sessions as well as the delivery of the produces. Also, short videos with the message of the week and recipes will be shown during the one-on-one virtual home visits conducted by CHWs.

Indirect Education

HHC-SNAP-Ed direct nutrition education activities are complemented by indirect education delivered through the following channels: media presentations conducted at local Spanish Radio and TV; distribution of nutrition and exercise information to parents at schools; and through nutrition and exercise e-texting messages to adult participants of HHC SNAP-Ed direct education activities who wish to receive it. All direct activities after its completion invite adult participants to enroll on a month of nutrition and exercise e-texting messages. A series of Nutrition and Exercise Podcast will be developed to complement nutrition and exercise education provided in person or virtually. In addition, nutrition and exercise videos will be produced and posted on our social media platforms so participants of direct education activities can see them as a reinforcement of what they learned in the educational session.

10) Social Marketing Campaign

During late summer 2020, the program is implementing a bilingual social marketing “Add Fiber to Life!” or ¡Ponle Fibra a la Vida! Campaign promoting a higher intake of foods that are good sources of fiber targeting low income populations. The campaign uses a combination of bilingual educational and behavioral messages delivered through e-texting and Facebook posts targeting low income individuals. In addition, two bilingual podcast about fiber intake and its benefits, fiber rich foods and tips to increase its intake will be also produced. The campaign will last 9 months starting at the end of August 2020 to the end of April 2021.

11) Participation in Initiatives, Committees and Coalitions

The program will continue to participate on obesity prevention initiatives at the regional, state and local levels aimed to implement social and environmental changes within the communities to facilitate the adoption of healthy lifestyle behaviors. These initiatives include:

- Get Healthy CT Coalition from New Haven County
- Get Healthy CT Coalition from Bridgeport and Fairfield area.
- Hartford Childhood Wellness Alliance,
- Hartford Food Policy Commission,
- Connecticut Network Food System Alliance,
- End Hunger Connecticut! Board of Directors
- New Haven Wellness Committee
- Fruit and Vegetable Hartford Food Policy Subcommittee
- Healthy Kids Policy group

It is important to highlight that recently a program staff co-chaired a national panel of experts that developed important infant feeding guidelines for infant and young toddlers using a responsive feeding guidelines⁸³. The panel was organized by Healthy Eating Research, a national program of the Robert Wood Johnson Foundation. Program staff also participated in a panel helping to develop infant feeding messages for Puerto Rican mothers.

Key Messages

Each project component delivers one or more of the following key messages:

- Make half your plate fruits and vegetables.
- Eat a variety of fresh fruits and vegetables daily.
- Make half of your daily grain choices whole grains.
- Choose fat-free or low-fat dairy products.
- Keep meat and poultry portions small and lean.
- Balance caloric intake from food and beverages with calories expended.
- Choose nutrient-dense foods.
- Read Food Labels.
- Be physically active every day as part of a healthy lifestyle.

⁸³ Pérez-Escamilla R, Segura-Pérez S, Lott M, on behalf of the RWJF HER Expert Panel on Best Practices for Promoting Healthy Nutrition, Feeding Patterns, and Weight Status for Infants and Toddlers from Birth to 24 Months. Feeding Guidelines for Infants and Young Toddlers: A Responsive Parenting Approach. Durham, NC: Healthy Eating Research, 2017. Available at <http://healthyeatingresearch.org>

- Reduce screen time.
- Safely handle, prepare and store food.
- Breastfeed exclusively for the first six months of life, and for at least one year, with the gradual introduction of solid foods during the second six months of life.
- Eat nutrient-rich foods in extra amounts during pregnancy/breastfeeding/infancy.

Intervention	Intervention Type	Locations	Duration and Frequency	Estimated # of participants
<p>1. Nutrition and Exercise Puppet Shows (PS)</p> <p>Targets: preschool, kindergarten, first through 3rd grade children, and their parents.</p>	<p>-Direct group education, interactive PS with follow-up classroom activities and educational materials for parents.</p> <p>New due to COVID19:</p> <p>A series of interactive videos of each puppet show will be developed.</p> <p>A series of e-story books will be developed as a follow-up classroom activity for both in person and virtual presentations.</p>	<p>-Early Childhood Centers (ECC).</p> <p>-Public Schools.</p> <p>-After School Programs.</p> <p>-Summer Camps.</p> <p>-Community agencies and events.</p>	<p>In-person presentation: 30-45 minutes duration</p> <p>-Virtual PS 20-minute presentation -Story books 5-7 minutes</p> <p>Series of: 4- 7 PS at ECC/Public Schools, or 2-3 at Summer camps or community events</p>	<p>FY 2020/2021</p> <p>15,500 participants per year.</p> <p>Divided as follows:</p> <p>Hartford: 3000</p> <p>NH: 3000</p> <p>Bridgeport: 3000</p> <p>Waterbury: 2500</p> <p>New Britain: 2500</p> <p>Norwich: 1000</p> <p>New London: 500</p>

2. Nutrition and Exercise Jeopardy Games Targets: School age children (4 th to 6 th grade).	-Direct group education with follow-up activities and educational materials for parents. New due to COVID19: - Virtual presentations using a link to Zoom.	-Public Schools. -After school programs. -Summer camps.	-In-Person:60 minutes duration. -Virtual 30-minutes presentations -Series of 3 jeopardy games about My Plate, Food Safety, and Making Healthy food and beverage choices	FY 2020/2021 1700 participants per year Divided as follows: Hartford: 350 NH: 350 Bridgeport: 350 Waterbury: 300 New Britain: 250 Norwich: 50 New London: 50
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3. Media-Smart-Youth: Eat, Think and Be Active.	<p>Nutrition and physical activity ten group sessions, using the evidence-based “Media-Smart Youth, Eat, Think, and Be Active” curriculum.</p> <p>New due to COVID19:</p> <ul style="list-style-type: none"> -Virtual classes with interactive activities. - Exercise videos and healthy snack videos will be produced to complement these classes. 	<p>-Summer camp 10 weeks</p>	<ul style="list-style-type: none"> -Ten 90 minutes lessons plus snack recipes sent to parents to prepare it. -Ten 45 minutes interactive virtual classes -Lessons are delivered in 6 weeks during the summer 	<p>FY 2020/2021</p> <p>A total of 30 participants per year.</p>
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4. Nutrition and exercise presentations for parents	<p>The program uses the <i>Eating Smart/Being Active</i> curriculum to conduct group education to parents. This curriculum includes cooking demonstration and physical activity.</p> <p>New due to COVID19:</p> <p>-Virtual group presentations offered using online platforms: Facebook live and Zoom</p>	<p>-Public Schools.</p> <p>- Community clinics.</p> <p>- Community agencies.</p>	<p>The full curriculum consists of 9 lessons covering, My Plate healthy eating recommendation, resource management and promoting being active.</p> <p>-Virtual 30-minutes presentations.</p>	<p>FY 2020/2021</p> <p>600 participants per year.</p> <p>Divide as follows:</p> <p>Hartford:100</p> <p>NH: 100</p> <p>Bridgeport: 100</p> <p>Waterbury: 100</p> <p>New Britain: 50</p> <p>Norwich: 100</p> <p>New London: 50</p>
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<p>5. Group presentation for older adults.</p>	<p>Group presentations and Individual education at tables with information.</p> <p>The program uses “<i>Eat Smart Live Strong</i>” curricula with older adults</p> <p>The contingency plan for COVID restricted in-person activities is to provide these presentations virtually with videos or live presentations. We are working with partners to facilitate registration to our events</p>	<p>-Senior centers</p> <p>-CCFP sites in New Haven and Bridgeport</p>	<p>-60 minutes group sessions with a food tasting activity</p> <p>-20-30 minutes one on one education</p>	<p>FY 2020/2021</p> <p>-200 group education per year</p> <p>-200 individual education per year</p>
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6. Healthy for Life Educational Experiences.	<p>A series of 4 lesson based on the following topics:</p> <ol style="list-style-type: none"> 1.Your Wellbeing 2.Cooking skills and easy budget friendly healthy cooking 3.Smart grocery shopper 4. Gardening and planting seeds for healthy eating <p>New due to COVID19:</p> <p>Group virtual presentations are offered using online platforms: Facebook live , Zoom.</p>	<p>Hispanic Health Council and Community Partners</p>	<p>90 minutes lessons with video and hand on activity available at:</p> <p>http://www.heart.org/H EARTORG/HealthyLiving/Nutrition/Healthy-For-Life-Resources UCM_491278_Article.jsp#.W1neoNL0mUI</p> <p>-Virtual 30-minute presentations followed by invitations to see reinforcement videos.</p>	<p>FY 2020/2021</p> <p>Total number of participants</p> <p>800 individual education per year.</p> <p>25 participants at each group education per year.</p> <p>Hartford (25),</p> <p>New Haven (25) and Bridgeport (25)</p>
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7. HHC Maternal and Child Programs	<p>The program uses <i>Eating Smart/Being Active</i> curriculum to provide one-on-one education. The program also provides a train of trainer for the nutrition and maternal and child program staff.</p> <p>New due to COVID19:</p> <p>-Virtual one on one education -Virtual training for program staff</p>	<p>-HHC Community agency</p> <p>- Participant's homes</p>	<p>This curriculum contains lessons about nutrition during pregnancy and infants' nutrition.</p> <p>-Virtual 15 minutes one on one education during virtual home visits.</p> <p>-Virtual 40-minute training will for program staff</p>	<p>FY2020/2021</p> <p>1000 participants per year.</p> <p>Hartford only</p>
8. Holcomb Farm nutrition and exercise education.	<p>Individual education with recipes. The HHC is member of a Community Supported Agricultural Farm, thus through this initiative we bring the farm to the city.</p>	<p>HHC offices</p>	<p>Weekly during 16 weeks from June through the end of September.</p>	<p>FY 2020/2021</p> <p>600 participants per year.</p>

9. Hartford Mobile Market (HMM) Nutrition Education	<p>-Individual education with hands on activities.</p> <p><u>The HMM contingency plan is enrolling customers to e-texting nutrition education. Clients can self-enroll in this service by texting a keyword provided at the point of purchase. Texting messages will provide link to videos to see preparation of recipes, and to weekly live presentation on SNAP-Ed Facebook.</u></p>	<p>HMM Stop sites</p> <p>-HHC WIC office</p> <p>-Charter Oak Community Health Center</p> <p>-CHS Community Health Center</p> <p>-CCMC Primary Care Center</p> <p>-Senior Centers and Housing</p>	<p>Activities 4 to 10 activities per/week at different sites. The market runs year-round</p>	<p>FY 2020/2021</p> <p>2500 participants per year.</p>
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10. Eat Fiber for your Health Social Marketing Campaign	<p>Participants from SNAP-Ed activities will be invited to receive e-texting messaging related to this campaign.</p> <p>-A Podcast, Facebook messages and e-texting will be used to promote and reinforce fiber intake</p>		<p>Duration of the campaign will be 4 months each year.</p>	<p>FY 2020</p> <p>Full implementation</p> <p>Reaching 6000 participants with e-texting messaging promoting fiber intake per year.</p> <p>Facebook likes and sharing: 6000</p> <p>e-texting 6000</p> <p>FY 2021</p> <p>Campaign evaluation</p>
11. Participation in committees, coalitions and initiatives.	<p>Participation in local and statewide committees and coalition for the prevention of childhood obesity.</p>			

Evidence Base:

The HHC has conducted, with an academic partner, a series of needs assessments indicating that our target low-income audience: a) is highly food insecure, b) under-consumes fruits & vegetables, c) has a high consumption of sodas and sweetened beverages and fast foods and deep fried products, e) is physically sedentary, f) experiences excessive rates of obesity and associated comorbidities, g) practices suboptimal food safety behaviors, h) has limited nutrition and food safety knowledge, self-efficacy, and skills needed to adopt the Dietary Guidelines advice; and (i) experiences dietary risk related to pre-conception and prenatal food insecurity and poor dietary habits⁸⁴. A case-control study was conducted to identify predictors of obesity among Puerto Rican children from Hartford, CT. The study included 53 pre-pubertal children, 31 girls and 22 boys, between 7 and 10 y of age. Children were classified as obese [n = 29, body mass index (BMI) \geq 85th percentile] or controls (n = 24, BMI < 85th percentile). Factors associated with obesity were frequency of fruit juice consumption [odds ratio (OR), 95% confidence interval (CI); 4.02, 1.48-10.95], hours of daily TV viewing (1.86, 1.02-3.42), maternal BMI (1.39, 1.10-1.77) and lower dairy product intake (0.41, 0.19-0.93). In addition, obese children were more likely than non-obese children to have higher systolic and diastolic blood pressures. These results showed the multiple factors affecting childhood obesity in this community⁸⁵. Through this partnership, HHC also conducted numerous qualitative and quantitative studies showing The HHC SNAP-Ed Project's pre/post Nutrition Knowledge, Attitudes and Behaviors surveys consistently showed that HHC's SNAP-Ed Project's social marketing campaigns (fruits and vegetables, food safety, breastfeeding) reached at least 75% of the target audience; were easily understood, were liked and found to be useful; improved knowledge and skills; and led to improved behaviors (e.g., increased fruit consumption, improved home food safety practices)^{86 87}. The Hispanic Health Council conducted in partnership with the University of Yale focus groups with pregnant low-income Latina women aimed to identify a culturally appropriate intervention to increase fruit and vegetable (F&V) intake among this group. These women also suggested nutrition education sessions and cooking/taste testing demonstrations as important components to improve their eating habits thus teaching participants to prepare healthy, tasty

⁸⁴ . Pérez-Escamilla R., Damio, G, Himmelgreen D, González A, Segura-Pérez S, Bermúdez-Millán A. Translating knowledge into community nutrition programs: Lessons learned from the Connecticut Family Nutrition Program for Infants, Toddlers, and Children. *Recent Research Developments in Nutrition* 2002; 5:69-9070

⁸⁵ Tanasescu M, Ferris AM, Himmelgreen DA, Rodriguez N, Pérez-Escamilla R. [Biobehavioral factors are associated with obesity in Puerto Rican children](#). *J Nutr*. 2000 Jul;130(7):1734-42. PubMed PMID: 10867044.

⁸⁶ Pérez-Escamilla R, Himmelgreen D, Bonello H, Peng YK, Mengual G, González A, Méndez I, Cruz J, Phillips LM. [Marketing nutrition among urban Latinos: the SALUD! campaign](#). *J Am Diet Assoc*. 2000 Jun;100(6):698-701. PubMed PMID: 10863575.

⁸⁷ Dharod JM, Perez-Escamilla R, Bermudez-Millan A, Segura-Perez S, Damio G. [Influence of the Fight BAC! food safety campaign on an urban Latino population in Connecticut](#). *J Nutr Educ Behav*. 2004 May-Jun;36(3):128-32. PubMed PMID: 15202988.

dishes. Many women in these groups favored both group and individual education delivered by community health educators⁸⁸.

HHC conducted an RCT to assess the impact of distribution of incentive coupons along with a texting-based marketing campaign promoting usage of a Mobile Market (MM), on increasing access, purchase, and intake of fruit and vegetables among SNAP-Ed participants. The study was known as the NEAT study (Nutrition Education, Access and Texting (NEAT)⁸⁹. The program invited participants of SNAP-Ed “My Plate” educational session and who were Hartford residents with unlimited texting plan and being willing to receive daily text messages for a 4-week period. A total of 193 participants completed baseline and follow-up survey of whom 100 were intervention and 93 from the control group. Both groups had similar socio-demographic characteristics, with a mean age of 32±8.81 years, 79% were Hispanic, mostly female (96%), and receiving SNAP benefits (80%). They also had similar baseline fruit and vegetable shopping and purchasing practices, and consumption. Findings from the follow-up survey (n=169) showed that participants from the intervention group spent significantly more on fruits than those in the control group (\$42 vs. \$30, p=0.027), and a significant higher percentage of participants from the intervention group reported buying at the MM their produce than participants from the control group (46% vs. 23%, p=0.002). There was a significant increase in intake of fruit (p=0.001) in the intervention group but not on the control group. Pre and post test results showed significant improvements in knowledge (59.64±20.29 vs 71.14±21.99) p=0.000 as a result of the nutrition education session. NEAT was successfully implemented, and it led to higher use of MM, more money spent on fruits, and higher intake of produce. Based on these findings the program has implemented to its direct nutrition education for adults e-texting messages delivered to participants that agree to received and have unlimited text messaging.

- Nutrition and Exercise Puppet Shows.

HHC SNAP-Ed program has been delivering a series of six nutrition and exercise puppet shows successfully for many years for children from pre-k to 3rd grade. This activity has been practice-tested by a robust process evaluation method that has collected qualitative and quantitative data from teachers and childcare providers, which consistently shows high level teacher’s satisfaction and their assessment of significant knowledge increase as result of these presentations. Through all these years teachers have also provided their observations about the effect of the puppet show on their students through their comments as well. Program’s teacher’s evaluation data from FY 2017 (n=1,739) continues to show high

⁸⁸ Hromi-Fiedler A, Chapman D, Segura-Pérez S, Damio G, Clark P, Martinez J, Pérez-Escamilla R. [Barriers and Facilitators to Improve Fruit and Vegetable Intake Among WIC-Eligible Pregnant Latinas: An Application of the Health Action Process Approach Framework](#). J Nutr Educ Behav. 2016 Jul-Aug;48(7):468-477.e1. doi: 10.1016/j.jneb.2016.04.398. PubMed PMID: 27373861; PubMed Central PMCID: PMC4934128.

⁸⁹ Segura-Perez S., Perez-Escamilla R., Damio G. Improving Access to Fresh Fruit and Vegetables among Inner-City Residents: The NEAT Trial. Abstract Number 313.2 FASEB Journal 1 April 2017

satisfaction levels with these presentation, since 90% of them rated the puppet show as very good to excellent, and 94% of the teachers thought that the knowledge of the students improved a fair amount of a lot. Teachers' qualitative observation also show this fact as you can read in the following quotes:

10/29/2017 "This program should be thought in every primary classroom in CT. It has helped our children become aware of good food, nutritious food and the need for exercise"

4/15/2016 "I'm so impressed with this program our students are learning so much from this."

10/14/2016 "Thanks for coming to our school. We focus on good healthy practices and this program connects with our curriculum."

03/29/2017 "We have loved and learned a lot from these shows. The children love exercising with the puppets. "

Monitoring field observation, n=20 conducted by independent graduate student concluded that based on pre and post questions children remember the main messages taught by previous presentation, and also based on pre-and post-test questions, it was observed that more children provide right answers to post-test questions after each presentations.

- Media-Smart Youth, Eat, Think, and Be Active The HHC will continue to use This NIH based curriculum⁹⁰ for their after-school programs at MI CASA site in Hartford. Its main objective is to empower youth (11-13 years old) to make healthy food and physical activity choices and to develop a critical thinking in assessing how media may influence their nutrition and lifestyle choices. Based on pre/post test results from 16 children that completed both tests, children participating in Media-Youth, Eat, Think, and Be Active! Program significantly increased their knowledge in nutrition and physical activity (55.1 pre-test vs 64.8 post-test) (p=0.000). They also showed a significant improved attitude toward considering good nutrition as being important to them (p=0.040).
- Jeopardy Games (JG):
A series of three jeopardy games (My Plate and Exercise, Food Safety, Healthy drinks) are delivered at schools and after school programs for children from 4th grade

⁹⁰ Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, HHS. (2009). Report on the Evaluation of the Media-Smart Youth Curriculum. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/msy_evaluation_report_final.pdf
Media-Smart Youth Program Evaluation Fact Sheet. Retrieved October 12, 2012, from <https://www.nichd.nih.gov/publications/pubs/documents>

and older. My Plate JG teaches children about healthy eating and the importance of being active and Food Safety JG teaches children to follow the four main steps promoted by USDA to keep food safe from bacteria. This activity is also practice tested, a total of 1,410 children were reached with these presentations, and based on 53 JG teacher's evaluation for this 2017 fiscal year, they showed very high levels of satisfaction with this service (95%), teachers also observed positive impacts on their student's nutrition knowledge after participating on this activity (96%). Quotes from thank you notes from children attending these JG presentations also showed high level of satisfaction among students and positive impact on their knowledge and behaviors, some examples are presented below:

"Thanks for a great presentation about the five food groups and teach me about facts about the foods that we need to eat more often. I learn that bacon is not that healthy because it's full of fat."

"Thank you for showing the class the healthy food choices and we need to eat wheat bread and not white bread, and not a lot sugar."

"Thanks for coming to our class. I'm most likely going to make better food choices"

"Thank you for teaching me the healthy way to eat. I will apply this and cut back on potato chips! I will drink 6 cups of water, and 60 minutes of exercise daily."

- Group Presentation for adults. A series of four presentation are offered to parents with children, the topics of these presentations are: 1) Planning your family meals with My Plate, 2) Making healthy food choices at the supermarket, 3) following healthy lifestyles habits to prevent diabetes and other chronic diseases, 4) Food safety. This is a best-practice tested curriculum for adults that the program has been used for many years. It has consistently showed significant behavioral and knowledge changes. These presentations are evaluated with pre/post-test assessing change in knowledge and behaviors, and customer satisfaction surveys from partner agency. Results from pre and post-test of 193 participants attending a nutrition education presentation in the NEAT study showed significant improvements in knowledge (59.64 ± 20.29 vs 71.14 ± 21.99) $p=0.000$ as a result of the nutrition education session conducted by the program. The program also uses the Eating Smart/Being Active Curricula with parents and Eat Smart Live Strong curricula for older adults. Pre and post-test in a subsample of participants from attending presentations showed significant improvements in knowledge and behaviors (table A) and examples of goal settings that participants wrote after each presentation (table B).

Table A. Results of change in knowledge and behaviors from group presentations for adults
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	Increase in knowledge Paired t-test scores and p value	Behavior change
My Plate n=24	50.07±22 pre-test scores vs 72.22±21.23 post-test p=0.000	Found an increase in the percentage of participants that reported to feel confidence in exercising at least 30 minutes daily (55.2% vs 69.2%). And also an increase of those who reported to feel confident eating the right portion of foods (75% vs 100%).
Food Label n=22	(69.09 pretest mean vs 78.54 post-test mean) p=0.016	Significant Increase on participant's confidence in using food label (p=0.015) after presentation.
Diabetes Prevention n=12	Not significant changes in knowledge were found	Not measured
Table B Participants Behavioral Goals		
Topic of presentations		Participants goals after presentations
My Plate		"Exercise more and eat more vegetables"

	<p>"Eat more green vegetables and switch to low fat milk"</p> <p>"Eat a variety of fruits and vegetables"</p>
Food Label	<p>"Eat less processed foods"</p> <p>" Read food labels and choose those with less saturated fat"</p> <p>"use less salt"</p> <p>" always check food labels and choose foods low in sodium and saturated fats"</p> <p>"Eat less canned food"</p>
Diabetes presentation	<p>"Avoid sweets, exercise and go for my annual check-ups"</p> <p>"Exercise regularly and make healthy foods choices"</p> <p>"Drink less soft drinks"</p> <p>"Drink more water"</p>

Key Performance Indicators (KPIs):

We use the following instruments for program evaluations:

1) Process evaluation, we use Program Impact Pathways (PIP) for each activity.

Rafael Pérez-Escamilla, Sofia Segura-Pérez, Grace Damio. Applying the Program Impact Pathways (PIP) Evaluation Framework to School-based Healthy Lifestyles Programs: Workshop Evaluation Manual. Food and Nutrition Bulletin, vol. 35, no. 3 © 2014 (supplement) <https://doi.org/10.1177/15648265140353S202>

2) Change in food preferences in children is assessed using a food preference scale with pictures of foods.

Nicklas T, Lopez S, Liu Y, Saab R, Reiher R. Motivational theater to increase consumption of vegetable dishes by preschool children. Int J Behav Nutr Phys Act. 2017 Feb 7;14(1):16. doi: 10.1186/s12966-017-0468-0. PubMed PMID: 28166788; PubMed Central PMCID: PMC5294896

3) Food Behavior Checklist, <https://snaped.fns.usda.gov/materials/food-behavior-checklist>.

Performance Indicators			
Activity	Measures/indicators	Method	Core Indicators measured
Puppet Shows	Process evaluation: Total number of participants/contacts at each puppet show Outcome evaluation: Teacher Satisfaction Teacher observation of behavior change Qualitative assessment of change of knowledge.	<ul style="list-style-type: none">• Satisfaction survey after each event• Comments on satisfaction surveys• Qualitative independent observations of children remembering main messages pre and post presentation.• Teachers or educators will conduct pre and post-test	<ul style="list-style-type: none">• Healthy Eating (MT1)• Physical Activity (MT3)

		assessment of the impact of each presentation.	
Jeopardy Games	<p>Process evaluation:</p> <p>Total number of participants/contacts</p> <p>Outcome evaluation:</p> <p>Teacher satisfaction</p> <p>Teacher observation of behavior change</p> <p>Change in knowledge</p> <p>Changes in knowledge and attitudes</p>	<ul style="list-style-type: none"> • Satisfaction survey after each event • Comments on satisfaction surveys • Pre/post testing 	<ul style="list-style-type: none"> • Healthy Eating Behaviors (MT1) • Physical Activity (MT3)
Adult Education Sessions	<p>Process evaluation:</p> <p>Total number of participants/contacts</p> <p>Outcome evaluation:</p> <p>Change in knowledge</p> <p>Change in self-efficacy for healthy eating and performing physical activity</p>	<ul style="list-style-type: none"> • Pre/post testing • Pre/post self-efficacy scale • Goal setting 	<ul style="list-style-type: none"> • Healthy Eating Behaviors (MT1) • Food Resource (MT2) • Physical Activity (MT3) • Nutrition Support (MT5)
Maternal & Child	Process evaluation:	<ul style="list-style-type: none"> • Initiation and duration data 	<ul style="list-style-type: none"> • Healthy Eating

Health Programs	<p>-Total number of participants in the trainings (train of trainer)</p> <p>(Breastfeeding: Heritage and Pride) - Breastfeeding initiation and duration</p> <p>Comadrona, MIOP, NFN, DCF – change in knowledge, food intake, self-efficacy</p>	<p>documented by program staff</p> <ul style="list-style-type: none"> • Pre/post testing (only train of trainer activities) 	<p>Behaviors (MT1)</p> <ul style="list-style-type: none"> • Food Resource (MT2) • Physical Activity (MT3) <p>Nutrition Support (MT5)</p>
Media-Youth	<p>Process evaluation:</p> <p>Total number of participants/contacts</p> <p>Outcome evaluation:</p> <p>Change in nutrition and physical activity knowledge, self-efficacy and food intake</p>	<ul style="list-style-type: none"> • Pre/post testing, food frequency questionnaires, self-efficacy scale • Children satisfaction survey 	<ul style="list-style-type: none"> • Healthy Eating Behaviors (MT1) • Physical Activity (MT3)
Social media campaign	<p>Process evaluation:</p> <p>Total number of likes/shares, received e text messaging and consumer satisfaction with overall campaign assessed by phone.</p>	<ul style="list-style-type: none"> • Pre/post testing, short food frequency of daily vegetables, fruits, legumes and whole grains. • Participant's satisfaction survey 	<ul style="list-style-type: none"> • Healthy Eating Behaviors (MT1)
E-Texting Not related to the social media campaign.	<p>Process evaluation</p> <p># of messages delivered</p> <p>Outcome evaluation</p> <p>-Level of satisfaction and self-efficacy</p>	<ul style="list-style-type: none"> • Satisfaction survey at the end of the texting campaign. 	<ul style="list-style-type: none"> • Healthy Eating Behaviors (MT1)

	change after receiving messages.		<ul style="list-style-type: none"> • Food Resource (MT2) • Physical Activity (MT3)
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Use of Existing Educational Materials:
Educational Materials

Title	Source	Language	Cost	Cost justification
Stickers: Five Food Groups, Food Safety, Exercise,	Positive Promotions	English	\$0.07 each	No-cost substitute available
Have Fun with Fruits and Veg.	Team Nutrition	English	\$0.04/copy	No-cost substitute available
Crack the Secret Code	Team Nutrition	English	\$0.04/copy	No-cost substitute available
What Food Am I? Coloring Pgs.	SNAP-Ed Program, HHC	Bilingual	\$0.04/copy	No-cost substitute available
Coloring Pages – My Plate,	USDA	English	\$0.04/copy	No-cost substitute available
Coloring Pages –Happy Heart, Farm to Table, Exercise	HHC	Bilingual	\$0.04/copy	No-cost substitute available

Choose My Plate, 10 Tips	USDA	Bilingual	\$0.04/copy	No-cost substitute available
10 Tips Add More Veggies	USDA	Bilingual	\$0.04/copy	No-cost substitute available
Focus on Fruits 10 Tips	USDA	Bilingual	\$0.04/copy	No-cost substitute available
Come Frutas y Verduras	CDC	Spanish	\$0.04/copy	No-cost substitute available
Thermy Coloring Page	USDA	English	\$0.04/copy	No-cost substitute available
The Amazing Refrigerator	USDA	English	\$0.04/copy	No-cost substitute available
Fight Back Pamphlet	USDA	Bilingual	\$0.06/copy	No-cost substitute available
Word Scramble - Whole Grain	USDA	English	\$0.04/copy	No-cost substitute available
Enjoy Exercise! Color Pages	SNAP-Ed Program, HHC	Bilingual	\$0.04/copy	No-cost substitute available
Are you a Fit Kid?	Team Nutrition	English	\$0.04/copy	No-cost substitute available
Tips for Increasing Phys. Act.	USDA	English	\$0.07/copy	No-cost substitute available

How Much Physical Activity	USDA	English	\$0.07/copy	No-cost substitute available
Magnet Hand Washing Guide	USDA	English	\$0.62 each	No-cost substitute available

Development of New Educational Materials:

During this fiscal year, we will be developing a series of nutrition and exercise educative bilingual (Spanish/English) materials. These materials include videos that will show demonstration of gardening, recipe preparation, and exercises. Also, we are developing a bilingual podcast covering nutrition topics, e-story books (covering same topics as the puppet shows), and new nutrition messages to be posted at social media channels. For young children a series of online book stories based on the puppet shows will also be developed.

The above-mentioned materials will be targeting the diverse Hispanic population living in our State, as well as other low-income populations.

Evaluation Plans

Name:

“Add Fiber to Life” Social Marketing Campaign

Type:

We are conducting process and outcome evaluation of a media campaign to promote higher intake of fiber rich foods. Formative research to develop key messages to be delivered through texting and Facebook in English and Spanish was conducted in FY 2019.

Outcome evaluation: The campaign will collect pre and post data of participants enrolled in the campaign through phone or e-texting to assess its change in knowledge and attitudes as result of participating in the campaign, as well as participant’s satisfaction with the campaign.

Process evaluation: We will collect data of Facebook likes and shares and visits to assess coverage of the campaign.

Questions: The questions(s) that will be addressed

1. How many people have seen the campaign?
2. What impact this campaign have on their dietary habits?
3. What they like or dislike about the campaign?
4. How much people knows about fiber intake recommendation?

5. How many daily intake of fiber rich foods SNAP-Ed participants eat?
6. What are the attitudes and behaviors related fiber rich food?
7. What are the barriers for eating food rich on fiber?

Approach(es):

HHC clients and staff provided input for the development of the main messages for this campaign. A representative sample of Hispanic families will be used to assess the impact of this campaign. The assessment will include food intake, purchasing habits, knowledge and attitudes toward foods rich in fiber post-campaign and to know their levels of satisfaction with it. The campaign will last several months.

Once the campaign is launched in FY 2020-2021, individuals participating in SNAP-Ed activities will be invited to participate in the e-texting campaign for 30 days and also invited to visit the campaign's Facebook page and listen to our podcast. The campaign will last 9 months, but participants will be asked to participate in a once per month period. We would collect dietary intake using a short food frequency questionnaire that will be applied before and after the 6 weeks exposed to this campaign and we will also collect information about customer satisfaction with the campaign. Post campaign information will be collected by conducting a phone survey among participants. We will measure exposure based on the number of like and shares from Facebook among participants. We will measure engagement for the number of comments on Facebook. Due to COVID the launching of the campaign was delayed so its complete evaluation will be finished in FY 2021.

Planned use: Plans for using the results (Add lines as needed)

The results will be used to assess the effectivity of using social media and e-texting on participant's knowledge and behaviors about eating fiber rich foods. It will help the program to incorporate social media as a complementary educational tool to all direct nutrition education efforts.

Prior Evaluation: If the project has been evaluated previously, note the most recent year in which the evaluation was done

Not applied. The evaluation of this campaign is scheduled for FFY 2021.

Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.

Eat Fiber for your Health will use the ST1, MT2 Healthy Eating indicators and ST2, MT2: Food resources management.

Coordination of Efforts

Describe efforts to coordinate, complement, and collaborate with other programs in order to deliver consistent behavior-focused nutrition and/or physical activity messages, comprehensive multi-level interventions, and community-based and public health approaches and to maximize the reach and potential impact of Federal nutrition education and nutrition assistance programs. State the purpose of the coordination and SNAP-Ed's role. Describe how efforts avoid duplication of services, especially when two IAs are working in the same venue or jurisdiction. Retain written agreements.

The HHC-SNAP-Ed program works very closely with CT Department of Social Services and the other CT SNAP-Ed programs to coordinate efforts and avoid duplication of services. In addition, the program coordinates its efforts with other local or statewide initiatives, an example of this is the work that we do with End Hunger CT! and other partners supporting their effort promoting the Summer Food Program at targeted towns, and by conducting educational activities at these summer feeding sites. The program also provides the CT DSS phone number for information about the availability of SNAP benefits or other food assistance programs among likely eligible individuals. The Maternal and Child component of the program works very closely with the WIC program in supporting and promoting breastfeeding, and this program also helps clients with their SNAP application. At each town the program partners with public school districts, preschools, senior centers, libraries, churches, hospitals, community health centers, farmer markets, community gardens, and community agencies serving low income clients.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

Health Education Center, Inc.

Name of the individual(s) contacted:

Michele Scott, M.S, Chairwoman of the Health Services Board of the Mashantucket Tribe and Executive Director of the Health Education Center

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

We discussed the possibilities of a partnership to providing nutrition education to the Mashantucket Pequot tribe with SNAP-Ed Program.

Ms. Scott welcomes the opportunity to provide nutrition education and physical activities to the Tribe. She thought that the tribe can benefit from the program. Thus, she recommended a presentation about the SNAP-Ed program to the Tribal Council, and since she is the Chairwoman of the Health Services Board of the Mashantucket Tribe and Executive Director of the Health Education Center, she can facilitate it. This will be a very good step, since the

Tribes are very closed to outsiders, it takes time to build relationships. She already has some ideas in how our program can work together on existing projects such as: 1) Providing education at a Farm Stand serving Eastern Pequot tribe living in Ledger, North Stonington, and New London, this can include preparation of vegetable recipes; 2) Puppet show presentations can be offered for prek-Kindergarten children in the reservation; 3) Media Youth Summer and after school program can also be offered to middle school children; 4) Providing nutrition education at the weekly clinic screenings. Furthermore, discussions with the Tribal Council will help the program to know how to work with them on policies and environmental changes to improve the nutrition and exercise habits of the Tribe, and work in partnership to apply for future funding to address all these needs. These were some of the ideas, Ms. Scott suggested a meeting at the end of August with her and the HHC as an initial step. Thus, we will move forward with this meeting towards the end of August. Depending on the outcome of the meeting nutritional activities will be conducted that best fit the tribe's needs.

Template 3: SNAP-Ed Staffing Plan

Staffing

Project Name: Hispanic Health Council, SNAP-Ed Program FFY2020-2021

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Program Chief Officer	.50 FTE (35 hours/week)	75%	25% Approach 2,3	\$62,225.0
Project Director	1.0 FTE (35 hours/week)	50%	50% Approach 2,3	\$98,250.00
Nutritionist (3 staff)	3.0 FTE (35 hours/week)	0%	100% Approach 1, 2	\$181,952.00
Nutrition Educator (10 staff)	10.0 FTE (35 hours/week)	0%	100% Approach 1	\$442,398.00
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Infant Feeding Coordinator	.3 FTE (35 hours/week)	0%	100% Approach 1, 2	\$19,650
Prenatal Nutrition Coordinator	.15 FTE (30 hours/week)	0%	100% Approach 1, 2	\$9,616
Prenatal Nutrition Educator	.80 FTE (35 hours/week)	0%	100% Approach 1	\$48,009
Program Assistant	1.0 FTE (35 hours/week)	100%	0% Approach 2	\$57,854
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$919,954

SNAP Ed Related Job Duties

Staffing Hispanic Health Council – SNAP-Ed Program

Statement of Work listing SNAP-Ed related job duties for each position:

Program Chief Officer:

Responsible for grant coordination, partner relationships. Programmatic oversight including budget monitoring and contractual reporting.

Program Director:

Responsible for program development **including budgets** and service delivery; network oversight and coordination of statewide relationships and coordination of activities. Personnel management including coordination of staff trainings and evaluations. Data collection and reporting oversight. Active member of national and statewide nutrition and food committees and policy groups.

Nutritionist:

Responsible for weekly scheduling of nutrition education activities, conduct staff trainings and in-service trainings for other agencies, conduct community nutrition presentations among target populations. Participates on local and school-based committees working on the prevention of childhood obesity and increasing food security.

Nutrition Educator:

Conduct nutrition education activities, and community events; disseminate nutrition education materials. Collect data and enter data on database.

Program Assistant:

Provides general administrative support. Processes supplies requests, prepares expenses reports, etc. Assist with data entry, and in the production of reports.

Infant Feeding Coordinator:

Coordinates nutrition education of peer counselors. Educates and promotes proper infant nutrition to client one-one and in community settings.

Prenatal Nutrition Coordinator:

Supervises daily activities of prenatal nutrition educators, and coordinates nutrition education activities with nutritionists.

Definition of FTE and basis for calculations:

Program Chief Officer:

The full-time equivalent of this position is based on a **35-hour** work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 50% of the time.

Program Director:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 100% of the time.

Nutritionist:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 100% of the time.

Nutrition Educator:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 100% of the time.

Program Assistant:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 100% of the time.

Infant Feeding Coordinator:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 30% of the time.

Prenatal Nutrition Coordinator:

The full-time equivalent of this position is based on a 30-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 15% of the time.

Prenatal Nutrition Educator:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 80% of the time.

Salary & Fringe

Project Title: Hispanic Health Council, Inc. SNAP-Ed Program

DIRECT PROGRAM STAFF - Fiscal Year 2020-2021

a. Program Salaries

Position/Name	Annual Salary	No. of Persons	% funded in this contract (FTE)	Salary
Chief Program Officer–Karla Wurzel Marco	\$ 95,000.00	1	50%	\$ 47,500.00
Program Director -Sofia Segura-Perez	\$ 75,000.00	1	100%	\$ 75,000.00
Nutritionist -Gilma Galdamez	\$ 54,895.00	1	100%	\$ 54,895.00
Nutritionist -Ana Ferreras	\$ 43,000.00	1	100%	\$ 43,000.00
Nutritionist – Veronica Mallqui	\$ 41,000.00	1	100%	\$ 41,000.00
Nutrition Educator - Paula Agudelo España	\$ 37,113.00	1	100%	\$ 37,113.00
Nutrition Educator - Josefa Correa	\$ 37,749.00	1	100%	\$ 37,749.00
Nutrition Educator - Alfred Feliciano	\$ 33,962.00	1	100%	\$ 33,962.00
Nutrition Educator – Kevin Insignares	\$ 15,035.00	1	100%	\$ 15,035.00
Nutrition Educator – Jessenia Turcios	\$ 37,020.00	1	100%	\$ 37,020.00
Nutrition Educator – Xaimar Cruz	\$ 32,636.00	1	100%	\$ 32,636.00
Nutrition Educator - Lusero Sanchez	\$ 34,640.00	1	100%	\$ 34,640.00
Nutrition Educator – Surelys Ramos Flores	\$ 33,296.00	1	100%	\$ 33,296.00
Nutrition Educator - Migdalia Texidor-Huertas	\$ 40,921.00	1	100%	\$ 40,921.00
Nutrition Educator – Roberta Linares	\$ 35,336.00	1	100%	\$ 35,336.00
Program Assistant - Teresita Marquez	\$ 44,163.00	1	100%	\$ 44,163.00
Infant Feeding Coordinator - Bethany Salguero	\$ 50,000.00	1	30%	\$ 15,000.00
Prenatal Nutrition Coordinator-Iris Nieves Cross	\$ 48,937.00	1	15%	\$ 7,341.00
Prenatal Nutrition Educator- Maria Serrano	\$ 45,810.00	1	80%	\$ 36,648.00
Total Program Salaries from section (a)				\$ 702,255.00

b. Program Fringe Benefits

Position/Name	Fringe %	Total Fringe
Chief Program Director –Karla Wurzel Marco.	31%	\$ 14,725.00
Program Director -Sofia Segura-Perez	31%	\$ 23,250.00
Nutritionist -Gilma Galdamez	31%	\$ 17,017.00
Nutritionist -Ana Ferreras	31%	\$ 13,330.00
Nutritionist – Veronica Mallqui	31%	\$ 12,710.00
Nutrition Educator - Paula Agudelo España	31%	\$ 11,505.00
Nutrition Educator - Josefa Correa	31%	\$ 11,702.00
Nutrition Educator - Alfred Feliciano	31%	\$ 10,528.00

Nutrition Educator – Kevin Insignares	31%	\$ 4,661.00
Nutrition Educator – Jessenia Turcios	31%	\$ 11,476.00
Nutrition Educator – Xaimar Cruz	31%	\$ 10,117.00
Nutrition Educator - Lusero Sanchez	31%	\$ 10,738.00
Nutrition Educator – Surelys Ramos Flores	31%	10,322.00
Nutrition Educator - Migdalia Texidor-Huertas	31%	\$ 12,686.00
Nutrition Educator – Roberta Linares	31%	\$ 10,954.00
Program Assistant - Teresita Marquez	31%	\$ 13,691.00
Infant Feeding Coordinator - Bethany Salguero	31%	\$ 4,650.00
Prenatal Nutrition Coordinator-Iris Nieves Cross	31%	\$ 2,276.00
Prenatal Nutrition Educator- Maria Serrano	31%	\$ 11,361.00
Total Fringe from section (b)		\$ \$217,699.00
Total Program Salaries & Fringe from section (a & b) combined		\$ 919,954

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

Hispanic Health Council, Inc. SNAP-Ed. Program

Total Federal funding, grant:

\$1,283,745.00

Description of services and/or products:

The HHC SNAP-Ed Program utilizes a comprehensive life course approach to improve the nutrition and physical activity levels of SNAP recipients. Its nutrition and exercise education efforts use direct and indirect education, as well as a variety of media channels to reach the target population with the main educational messages. Due to the impact of COVID-19 pandemic affecting in-person direct services, HHC-SNAP-Ed plan for FY 2020-2021 now includes virtual direct services for each of our direct projects. We are preparing for a hybrid year where the program will be ready to provide both in-person and virtual services switching the delivery mode smoothly based on the pandemic situation. HHC SNAP-Ed direct education services are provided through group and individual education using a mixture of behavioral messaging and active engagement activities, and our virtual education options will continue using this same approach. In addition, virtual interactive presentations will be followed with a link or materials to reinforce these messages. All direct and indirect activities are designed to reinforce the educational messages which are based on the latest 2015 USDA Dietary Guidelines, My Plate food guide and CDC 2008 physical activity recommendations. The program offers nutrition education for younger children using a series of interactive puppet shows, and jeopardy games for older children, both of which have follow-up classroom activities for teachers, as well as nutrition education for parents of children attending these presentations. This FY 2020-2021, the program is adding online story books reinforcing the main nutrition and exercise messages for each puppet show as a follow-up classroom activity and parents will also receive an invitation from teachers to participate in virtual or in person nutrition and exercise education sessions. The nutrition activities conducted at the after-school program and at the summer camps also include the delivery of puppet shows and jeopardy games as well as a variety of nutrition and exercise activities, including one for youth from 11-13 years old known as *Media-Smart-Youth: Eat, Think and Be Active* conducted during the summer time. Group presentation delivered to parents consist of nutrition and exercise workshops aimed to increase their knowledge and abilities to facilitate the adoption of healthier nutrition and physical activity behaviors. The HHC-SNAP Ed program also delivers education among programs and initiatives strongly linked to a PSE; 1) HHC Maternal and Child staff is trained by the HHC-SNAP-Ed program to educate their clients about good nutrition and exercise topics, all these programs are part of a

state funded programs or work with a network of hospitals in the region to provide support for pregnant, lactating and post-partum women to increase their access to food assistance and health resources available for them; 2) Nutrition education is also provided at all Hartford Mobile Market (HMM) stops, which is an initiative to increase access to fresh produce at affordable prices among low-income neighborhoods in Hartford, the stops include senior centers, community clinics and agencies, the program also promotes the HMM through e-texting delivered to participants receiving group or individual HHC SNAP-Ed education; 3) The HHC is also member of a Community Supported Agriculture (CSA) Farm known as Holcomb Farm project, the fresh organic produce are used to provide nutrition education about the benefits of eating fresh produce, provide recipes, conduct food tasting activities and link participants to local farmer markets accepting SNAP benefits. HHC-SNAP-Ed direct nutrition education activities are complemented by indirect education, delivered through the following channels: media presentations conducted at local Spanish Radio and TV; distribution of nutrition and exercise information to parents at schools; and through nutrition and exercise e-texting messages to adult participants of HHC SNAP-Ed direct education activities, who wish to receive it. A series of bilingual Nutrition and Exercise podcasts will be produced to complement direct nutrition education for parents, and as part of the Fiber for Health social media campaign. The program will continue with the implementation of this bilingual social media marketing campaign tailored to promote a higher intake of fiber rich foods among parents of small children. Program staff is part of coalition, task forces and food policy groups in the state working of decreasing childhood obesity, and/or increasing food security. This fiscal year, the program will also be increasing its effort expanding services to Hamden and Meriden as it does to the main seven targeted towns.

Cost of specific services and/or products:

\$1,283,745.00

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection. Please note the clarification of some cost categories below in order to comply with the Agriculture Improvement Act of 2018.

Federal Fiscal Year: 2021

State: Connecticut

Sub-grantee Name: Hispanic Health Council, Inc. SNAP-Ed Program

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non- Federal Support
Salary/Benefits		\$919,954.0	
Contracts/Sub-Grants/Agreements		\$0	
Non-Capital Equipment/ Office Supplies		\$47,735	
Nutrition Education Materials		\$4,225	
Travel		\$5,197.00	
Building/Space Lease or Rental		\$49,885	
Cost of Publicly-Owned Building Space		\$0	
Maintenance and Repair		\$0	
Institutional Memberships and Subscriptions		\$0	
Equipment and Other Capital Expenditures		\$0	
Total Direct Costs		\$1,026,996.0	
Indirect Costs (Indirect Cost Rate= <u>25%</u>)		\$256,749.0	
Total Federal Funds		\$1,283,745	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: \$919,954 (\$702,255-Salaries + \$217,699Fringe Benefits)

Position	FTE	Salary	Fringe Benefits (Rate)	Total
Program Chief Officer	0.50	\$ 47,500.00	\$ 14,725.00 (31%)	\$ 62,225.00
Program Director	1.00	\$ 75,000.00	\$ 23,250.00 (31%)	\$ 98,250.00
Nutritionist	1.00	\$ 54,895.00	\$ 17,017.00 (31%)	\$ 71,912.00
Nutritionist	1.00	\$ 43,000.00	\$ 13,330.00 (31%)	\$ 56,330.00
Nutritionist	1.00	\$ 41,000.00	\$ 12,710.00 (31%)	\$ 53,710.00
Nutrition Educator	1.00	\$ 37,113.00	\$ 11,505.00 (31%)	\$ 48,618.00
Nutrition Educator	1.00	\$ 37,749.00	\$ 11,702.00 (31%)	\$ 49,451.00
Nutrition Educator	1.00	\$ 33,962.00	\$ 10,528.00 (31%)	\$ 44,490.00
Nutrition Educator	1.00	\$ 15,035.00	\$ 4,661.00 (31%)	\$ 19,696.00
Nutrition Educator	1.00	\$ 37,020.00	\$ 11,476.00 (31%)	\$ 48,496.00
Nutrition Educator	1.00	\$ 32,636.00	\$ 10,117.00 (31%)	\$ 42,753.00
Nutrition Educator	1.00	\$ 34,640.00	\$ 10,738.00 (31%)	\$ 45,378.00
Nutrition Educator	1.00	\$ 33,296.00	\$ 10,322.00 (31%)	\$ 43,618.00
Nutrition Educator	1.00	\$ 40,921.00	\$ 12,686.00 (31%)	\$ 53,607.00
Nutrition Educator	1.00	\$ 35,336.00	\$ 10,954.00 (31%)	\$ 46,290.00
Program Assistant	1.00	\$ 44,163.00	\$ 13,691.00 (31%)	\$ 57,854.00
Infant Feeding Coordinator	0.30	\$ 15,000.00	\$ 4,650.00 (31%)	\$ 19,650.00
Prenatal Nutrition Coordinator	0.15	\$ 7,341.00	\$ 2,276.00 (31%)	\$ 9,617.00
Prenatal Nutrition Educator	0.80	\$ 36,648.00	\$ 11,361.00 (31%)	\$ 48,009.00

Contracts/Sub-Grants/Agreements: Retain copies of agreements on site.

N/A

Non-capital equipment/office supplies: \$47,735.00

\$2,569.00	Office Supplies. Includes cost of general office supplies such as pens, papers, envelopes, binders, calendars, laminating rollstocks, folders, toner, trifold boards, laminated pouches, Velcro, etc.
\$18,035.00	<p>Program Supplies. Purchase program supplies needed to perform nutrition education activities, including: microphones/headsets (\$80/each X 4)=320.00, speakers (\$230/each X 3)=690.00, rolling luggage bags (\$120/each X 4)=480.00, promotional pens (\$0.45/each X 3,700=1,665.00) and promotional pencils (\$0.30/each X 4,233)=1,269.90, promotional measuring cups (\$1.20/each X 600=720.00) and food ingredients for food tasting (\$50/session X 33=1,650.00); tripods 2 x \$100.00 each=\$200.00; music for videos & e-books, podcast, puppet shows (\$5 each X 50 songs=250.00); professional pictures for e-books, videos, etc. (20 X\$30 set of 5 pictures=\$600.00)</p> <p>Laptop computer for presentations (\$1,700)</p> <p>Cloud based database (Apricot) for collecting EARS Data and Program's evaluation forms (\$8,250.00).</p> <p>Adobe Creative Cloud software (non-profit rate membership \$240/year</p>
\$3,300	Printing & Copying. Covers the cost of duplication and printing needs of the program. This includes forms, educational materials, coloring books, posters, etc. (\$0.10/copy X 33,000)
\$720.00	Postage. Covers cost of program correspondence with clients and other

	social service providers. (\$0.48/postage X 1,500)
\$13,500.00	Phones. Cover cost of telephone and internet services for the program staff. (\$75/month X 12 months X 15 staff)
\$3,000.00	Cellphone. Cover cost of mobile phone services for program staff while performing program activities throughout the State. (\$50/month X 5 lines X 12 months)
\$6,611.00	<p>E-Z texting Platform \$70.00 per month x 12=\$840.00</p> <p>Facebook campaign:\$20.00 per day for a total of 180 days=\$3,600.00</p> <p>Hootsuite social media schedule platform: \$29.00 per month per 12 months</p> <p>Survey Monkey for program evaluation, \$32.00 per month x 1 license x 12 months</p> <p>Zoom for streaming and live virtual education, \$19.99 per month x 6 licenses x12 months</p>

Nutrition Education Materials: \$4,225.00

Item	Cost/item	Amount	Total Cost/item
Five Food group, Exercise, Food Safety Stickers	\$ 0.07	10,000	\$ 700
My Plate placemats	\$ 0.50	2,000	\$ 1,000
Eating Smart Bracelet	\$ 1.00	400	\$ 400
Stretching bands with nutrition and exercise messages	\$ 1.98	500	\$ 990
Shopping tote bag with nutrition message	\$2.27	500	\$1,135
		Total	\$4,225

Travel: **\$5,197.00** (see Justification on Section C)

Building/space lease or rental: **\$49,885**

A total 2,362 sq. ft. X \$1.76/sq. ft. X 12 months. Cover cost of space occupied by program staff.

Cost of publicly-owned building space:

N/A

Maintenance and repair:

N/A

Institutional memberships and subscriptions:

N/A

Equipment and other capital expenditures:

N/A

Total direct costs: **\$1,026,996.00**

Total indirect costs: Include both a total and the indirect cost rate. Provide assurance that the indirect cost rate is an approved rate as described in *SECTION 3, FINANCIAL AND COST POLICY*.

\$256,749 @ 25% of direct costs of \$1,026,996.00 Supports the agency's federally approved indirect cost rate of 25%. These expenses are attributed to general agency costs, such as salaries and expenses of the President & CEO, Directors of Finance and Human Resources, and fiscal staff.

Total Federal funds: **\$1,283,745.00**

Estimated unobligated balances (carry-over) from current FY to next FY, if any:

N/A

Total Federal funds including unobligated balance from previous FY:

\$1,283,745.00

Section C. Travel

In-State Travel

Travel Purpose: The HHC SNAP-ED program provides nutrition and exercise services to low-income individuals and families living at seven targeted towns across the state. These services include puppet shows, jeopardy games, adult group presentations, media presentations, and tables with information taking place at schools, childcare centers, community agencies, clinics, and other community settings. In addition, program staff will participate in local trainings and statewide meetings. **The staff is expected to travel around the State to do program activities during the summer and early fall.**

Travel destination (city, town or county or indicate local travel):

From Hartford, CT to: Hartford, CT area, Bridgeport CT, New Haven CT, Hamden CT, Meriden CT, New Britain, CT, Norwich, CT, New London, CT, and Waterbury, CT.

Number of staff traveling:

15 staff members

Cost of travel for this purpose: \$3,272.00

ACTIVITIES CONDUCTED BY NUTRITION EDUCATORS AND NUTRITIONISTS					
Round trip from Hartford to:	# of miles per day	# of trips/week	# of weeks per year	Mileage rate per mile:\$0.575	Total
Hartford	6	10	12	0.575	\$414
New Haven and Hamden	80	2	8	0.575	\$736.0
Bridgeport	120	2	8	0.575	\$1,104
New Britain	25	1	8	0.575	\$115
Waterbury	80	1	8	0.575	\$368
Norwich	81.5	1	5	0.575	\$234.31
New London	95	1	4	0.575	\$218.5
Meriden	35.85	1	4	0.575	\$82.45
				Sub-Total	\$3272

Total In-State Travel Cost: \$3,272

Out-of-State Travel

Travel Purpose: Justification of need for travel, including how attendance will benefit SNAP-Ed

This allocation is to cover of cost of SNAP-Ed program staff participating in the 2021 Society for Nutrition Education and Behavior (SNEB) Annual Virtual Conference from August 8 to 10, 2021. The conference is for professionals actively involved in nutrition education and health promotion and provides forums for sharing innovative strategies for nutrition education and disseminating of research findings. This is also an opportunity to learn about nationwide SNAP-Ed coordinators as well as an opportunity for sharing of information and experiences in program implementation.

Travel destination (city and State):

SNEB 2021 Virtual Annual Conference –, August 8-10, 2021

Number of staff attending:

7

Cost of travel for this purpose:

Estimated total \$1,925

Justification: The conference is for professionals actively involved in nutrition education and health promotion and provides forums for sharing innovative strategies for nutrition education, and disseminating of research findings. This is also an opportunity to for sharing of information and experiences in program implementation.

Society for Nutrition Education and Behavior, Annual Conference: Raising Reliance and Resilience August 8-10, 2021 Hispanic Health Council – HHC					
Virtual Conference https://raybourn.force.com/SNEB/s/lt-event?id=a1Y1U000003DhqbUAC					
FFY20 approved for 1 staff		FFY21 changes			
Section C travel Out-of-State travel p. 163	Amount originally assigned	New allocation request	Cost	Amount	Sub-total
Hotel \$175 per night X 3 nights	\$525.00	Member registration live event	\$175.00	1	\$175.00
Conference Registration	\$590.00	Add video recording of conference	\$100.00	1	\$100.00
Local transportation from airport to hotel	\$50.00	Registration for Non-SNEB members	\$275.00	6	\$1,650.00
Airfare Roundtrip Hartford to San Diego, CA	\$501.50				
Per diem based on GSA rate \$71.00 per day x 2 full days=\$142.00 + \$53.25 per day x 2 half days=\$106.50.	\$248.50	7 Program staff attending: Sofia Segura-Perez Ana Ferreras Gilma Galdámez Jessenia Turcios Paula Agudelo Alfred Feliciano Lusero Rodríguez			
Total amount approved for out of state travel line item for FFY21	\$1915.00			Total	\$1,925.00

Total Out-State Travel Cost: \$1,925

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection. Please note the clarification of some cost categories below in order to comply with the Agriculture Improvement Act of 2018.

Federal Fiscal Year: 2021

State: Connecticut

Sub-grantee Name: Hispanic Health Council, Inc. SNAP-Ed Program

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$919,954.0	
Contracts/Sub-Grants/Agreements		\$0	
Non-Capital Equipment/ Office Supplies		\$47,735	
Nutrition Education Materials		\$4,225	
Travel		\$5,197.00	
Building/Space Lease or Rental		\$49,885	
Cost of Publicly-Owned Building Space		\$0	
Maintenance and Repair		\$0	
Institutional Memberships and Subscriptions		\$0	
Equipment and Other Capital Expenditures		\$0	
Total Direct Costs		\$1,026,996.0	
Indirect Costs (Indirect Cost Rate= <u>25%</u>)		\$256,749.0	
Total Federal Funds		\$1,283,745	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: 24 May, 2021

Project 4 - UConn Health Husky Nutrition

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Reporting Progress on State-Level Goals and Objectives

Husky Nutrition evaluation data is stored digitally either in Access, Excel, or the EARS data collection program developed by UCONN Health. The Institutional Review Board has approved data collection and storage procedures for the Husky Reads pre-test/post-test evaluation, SNAP4CT interest and internet use survey, and the Husky Smart Shopping consumer surveys. De-identified data can be extracted and easily shared with the state and, when appropriate integrated with files from other IAs.

Description of projects/interventions:

Project/Intervention Title:

Husky Nutrition at UConn Health

Related State Objective(s):

Husky Nutrition supports CT SNAP-Ed State Level Objectives:

Goal 1: Objectives: 1.1 - 1.9

Goal 2: Objectives: 2.1 and 2.2

Goal 3: Objectives: 3.1 - 3.5

Husky Nutrition, the first of the Connecticut contractors funded by SNAP-Ed in 1994, engage SNAP recipients and those eligible to receive SNAP in food, nutrition, and physical activity programming, while collaborating with community partners to assess needs, improve environments, develop policy, and conduct evaluations to improve the health of this population (<http://publichealth.uconn.edu>). This plan outlines each *Husky Nutrition* initiative to reduce obesity and chronic disease with particular focus on reaching families of young children in early childcare and food retail sites with our direct education program efforts, and to support, not only our programs, but the state-wide SNAP-Ed education efforts with the SNAP4CT.org online platform. In addition, the plan further integrates program design with the social-ecological model, multi-level interventions and community and public health approaches to improve nutrition and obesity prevention with the following measures:

- First, we plan to increasingly partner with community sites that are involved with or intend to engage in a developed or emerging PSE effort so that our program complements those of a larger initiative for maximum impact.
- Secondly, we will develop and implement nutrition education plans for community sites resulting in delivering SNAP target populations with multiple exposures to key nutrition education messages. Simultaneously, interventions will be coordinated across community settings for target populations and SNAP4CT.org will implement a targeted

social media campaign reinforcing these same messages to individuals using the website and social media platform.

- Thirdly, we plan to partner closely with *Husky Sport* to develop and implement a comprehensive, coordinated multi-level intervention for the Northeast neighborhood of Hartford which is a recognized Promise Zone.

Audience:

Husky Nutrition initiatives reach SNAP recipients, low-income individuals who are eligible to receive SNAP benefits or other means-tested Federal Assistance programs, and individuals residing in communities with a significant low-income population. In alignment with the needs assessment findings, the majority of programming efforts will focus on preschool aged children and their parents/caregivers. Additionally, some programming will be provided for other adults aged 18 – 59 and older adults 60+.

Husky Nutrition Direct Education (Approach One)	SNAP Participants - Target Audience(s)
SNAP4CT.org website and social media	Parents, caregivers and adult family members of young children, adults 18 – 59 and adults 60+
Husky Reads	Young children ages 2 – 5, parents, caregivers and adult family members of young children
Little City Sprouts (HFS)	Young children ages 2 – 5, parents, caregivers and adult family members of young children
Husky Nutrition On-the-Go	Parents, caregivers and adult family members of young children, adults 18 – 59 and adults 60+
Husky Smart Shopping	Parents, caregivers and adult family members of young children, adults 18 – 59 and adults 60+
PSE and Collaborations (Approaches Two and Three)	Target Audience
SNAP4CT.org dissemination	Public, private agencies and programs serving SNAP participants; and those eligible to receive SNAP

Husky Sport/Husky Nutrition Northeast Hartford Partnership	Residents of Hartford's Northeast neighborhood (06120 ZIP Code) which is part of the federally designated Promise Zone
Husky Smart Shopping retail food systems partnership	Retail stores serving low-income, high risk areas; franchise/store owners; store RDs; and social media marketing staff members
Coordination with the DSS Unit on Aging	DSS Department of Social Services Unit on Aging management and Area Agencies on Aging nutrition educators
Engagement and collaboration with public policy leaders and influencers	State, municipal and nonprofit organizations involved with policy and systems change initiatives to improve food access, food quality, and nutrition education targeting low-income residents in CT

Husky Nutrition will deliver the majority of interventions in Connecticut's municipalities with the highest level of need, including Priority Groups 1 and 2 and Risk Level 1 as identified in the Needs Assessment. A focal point of programming will be early care and education (ECE) sites and retail food outlets located in these municipalities, as they represent an opportunity for multi-component, multi-level interventions in places where many families with young children in low-income communities spend time. For a site to be eligible for programming and interventions, *Husky Nutrition* staff use CT-DSS data on the number of individuals in the municipality receiving SNAP coupled with census tract data on the percent of individuals in that tract living in poverty, and the percent of children receiving free and reduced lunch at the closest school. Farmers markets that can process SNAP and/or WIC electronic payments and/or accept double value coupons receive priority.

Food and Activity Environments:

Husky Nutrition direct education programs, which can be delivered in English and/or Spanish, are tailored to meet the needs of the target audience at each site based on their age, physical ability, and site location (physical environment). This project further reflects the needs of the audience in a number of ways:

- For ECE sites with ongoing education programs, *Husky Nutrition* staff will develop a standard baseline profile with relevant information for the types of site. That information will include a catalog of food, nutrition and physical activity programs currently occurring at the early care and education site or agency, as well as, the site's inclusion in any evaluations or other projects that might influence program outcomes.

- Retail food outlets, such as grocery stores and farmers markets, are the primary venues for *Husky Smart Shopping* programs. *Husky Smart Shopping* tailors the program to the individual site and provides hands-on learning opportunities for SNAP participants using curricula centered on food demonstrations and recipe distribution that highlight fruits and vegetables, label reading, and food-resource management skills. Sites that provide complimentary incentives to the nutrition education program receive priority scheduling. When transportation or physical limitations make store tours impossible to conduct, nutrition educators offer classroom style workshops as a substitute for in-store education.
- The SNAP4CT.org website and social media platform provides a complementary and alternative mode to effectively target and reach SNAP participants and those eligible to receive SNAP 24 hours a day, seven days per week. The ability to target messaging using location (zip code) is a powerful tool to ensure that messages are reaching the intended audience. Website, blog, and eNewsletter content are used to support direct education initiatives. Farmers markets that accept EBT are promoted to targeted zip codes to inform participants when and where they may stop at these retailers.
- PSE efforts are described in two sections, program description and coordination of efforts. SNAP-Ed fully funds integral involvement by *Husky Nutrition* in the former. See the table under the latter that describes the degree of involvement and funding by SNAP-Ed.

Project Description:

Husky Nutrition helps participants gain insight and implement strategies to overcome the challenges of eating healthy on a limited budget when access to fresh fruits and vegetables and healthy beverages is limited. The following four key messages guide *Husky Nutrition* direct education:

Build a healthy, affordable, plate: Make half your plate fruits and vegetables (seasonal items, sales, canned, frozen and fresh options). Switch to skim or 1% milk. Make at least half your grains whole.

Cut back on foods high in solid fats, added sugars, and salt: Choose foods and drinks with little or no added sugars. Look out for salt (sodium) in the food items you buy - it all adds up. Eat fewer foods that are high in solid fats. Eat tasty, affordable substitutions and homemade options.

Be physically active your way: Be physically active daily and in a way that matches your age and ability.

Parents and caregivers are role models: Be a good role model. Realize that what you choose to eat and drink and what your level of physical activity are important for your own health and also for your children's health. You are your children's most important role model. Your children pay attention to what you do more than what you say.

These key messages are the focal point connecting direct education programming and the multi-dimensional PSE and public health strategies outlined in this plan. During this upcoming 3-year cycle, *Husky Nutrition* will focus its direct education and PSE efforts in two realms. *Husky Nutrition* educators will implement the following five programs online and at school and center-based early childcare and education (ECE) centers and retail food venues such as grocery stores and farmers markets. The direct education programs that target preschoolers and their families will occur with high frequency at the various ECEs and the local retail food establishments identified that serve the same population. For other adult SNAP participants, nutrition educators will conduct programs at a lesser intensity and frequency at other community locations such as WIC offices, medical centers, and public libraries to ensure optimal reach of the target audience.

The five coordinated⁹¹ programs include:

SNAP4CT.org Online learning platform
Husky Reads
Little City Sprouts
Husky Nutrition On-the-Go
Husky Smart Shopping

FY 2021 (Year 3): Husky Nutrition program delivery during the COVID-19 pandemic.

In FY 2021, the *Husky Nutrition* team will conduct its direct education sessions in a manner that is consistent with federal, state, university and community partner COVID-19 pandemic safety, operations and social distancing guidelines. On an ongoing basis, *Husky Nutrition* staff will consult with our partners to assess interest and opportunities for providing meaningful SNAP-Ed programming to the target population(s) they serve. Based on discussions held with partners during FY 2020, we anticipate that adaptation of in-person direct education sessions may include a combination of virtual live sessions, pre-recorded videos, and activity toolkits depending on community partner use of online education platforms and social media, appropriateness of communication method for the target audience, and participant access and interest in accessing web-based resources. As we adapt our SNAP-Ed operations for the COVID-19 pandemic, we expect the number of direct education sites, sessions, participants and contacts will be less than originally projected for FY 2021. Although direct education of target populations may decrease, *Husky Nutrition* will disseminate relevant, tailored content to support community partners and target audiences.

⁹¹ By year 3, as programming effected by CoVid-19 allows, educators will coordinate messages by community site resulting in SNAP participants receiving multiple exposures to the same message. As applicable, SNAP4CT.org will provide a targeted social media campaign reinforcing those same messages to individuals using the website and social media platforms.

Rather than potentially generating program delivery methods and content that may not be useful to our partners, we will continue our relationship-focused approach in order to better understand what is needed and how best to address those needs, with an eye towards improving the infrastructure for offering and operating virtual programs into the future. *Husky Nutrition* will also continue to use and potentially expand our SNAP4CT platform to provide SNAP-Ed eligible populations with relevant virtual learning opportunities through its website, recipe pages and videos, e-newsletters, blog, and social media channels.

As we prepare this submission, the State of Connecticut is in the early stages of opening early childcare sites, schools, private and public agencies, health care institutions, and park and recreational facilities and, information continues to unfold regarding how UConn and UConn Health will operate during the Fall 2020 semester. Many of our partners are not currently open, are operating at a reduced capacity, or have changed operations protocols. For example, most food retailers and farmers markets currently prohibit on-site education programs and some have shifted towards online purchasing with contactless pickup or delivery. This continues to evolve daily. Consequently, *Husky Nutrition* expects to submit an amendment for the FY 2021 SNAP-Ed Plan when there is a clearer framework for how to move forward with partners to meet SNAP-Ed needs within the context of the COVID-19 pandemic. Meanwhile, to be responsive to the new environment we are actively consulting with partners on how to adapt content and delivery approaches in a manner that meets the needs of SNAP-Ed eligible target populations.

1. SNAP4CT.org Online Learning Platform



The SNAP4CT.org website and associated social media channels form an online (virtual learning) platform providing the SNAP-Ed eligible population with nutrition and healthy lifestyle education and resources, which are accessible via computer and mobile devices. *Husky Nutrition* maintains this online platform as a hub for all its programs, partners, and contractors, providing tools and resources in support of direct education initiatives, and serving as a point for collaboration and information dissemination for all CT SNAP-Ed contractors, as well as community partners, such as food banks, food retailers and farmers' markets, who serve the SNAP population.

The SNAP4CT.org online platform:

- Provides direct communication with the SNAP-Ed and eligible population through its "Ask a Nutritionist" tool which enables the target population to ask specific questions of

Husky Nutrition Registered Dietitians, or to make a general requests for popular nutrition topics (Heart Healthy Diet, Increasing Fruit and Vegetable Intake, Kid-Friendly Foods, Quick and Easy Meals, Decreasing Added Sugar). Specific nutrition questions are answered based on SNAP-Ed guidelines within one to two business days while general nutrition topics are delivered instantly via one-page infographics. Communication is also delivered through an educational, monthly eNewsletter sent to subscribers (SNAP and SNAP-Ed eligible participants, and other engaged visitors). Likewise, *Husky Nutrition* staff interact with social media visitors directly via posts and comments on Facebook, Instagram, and Twitter.

- Disseminates food, nutrition, and physical activity promotion information through simple, targeted, educational messages. These messages are delivered via detailed recipes with colorful photos, simple preparation instructions, and nutritional content (such as MyPlate® and tips to decrease sugar sweetened beverage consumption); through videos that offer grocery shopping tips and simple cooking demonstrations; with infographics that detail important nutritional guidelines; in blog posts that explain popular nutrition topics; with a monthly eNewsletter; and through social media channels which feature content in a concise, mobile-friendly format.
- Serves as an educational resource available 24/7 for participants of all *Husky Nutrition* activities. Many of the online materials, such as recipes and tip sheets, can be downloaded and printed as PDF documents, making them helpful resources for other SNAP-Ed contractors as well as other organizations who directly serve SNAP-Ed eligible individuals.
- Promotes program communication, coordination, and cross-promotion of events and education materials among CT SNAP-Ed contractors. All SNAP-Ed CT contractors post direct education events on a Google calendar. The calendar, which is embedded on the SNAP4CT.org website, updates in real-time, therefore, allowing contractors and CT-DSS staff to determine if all program/educational needs are being met as outlined in the needs assessments.
- Ensures promotion of SNAP4CT.org to as many SNAP-Ed eligible persons as possible by utilizing a variety of web marketing techniques to drive traffic to the website. Strategies include optimizing the site for keywords that visitors would typically use, carefully monitoring site traffic through Google Analytics, utilizing Google AdWords for terms that are pertinent to the target audience, and by regularly posting on social media outlets. Due to search term optimization, one major point-of-entry for the website is the “DSS offices and SNAP Help” web page in the “Resources” section of the site: <http://www.snap4ct.org/resources.html>.

When an individual comes to the website, they are encouraged to interact with the content through a variety of pertinent call-outs. For example, a vibrant “Ask a Nutritionist” button

encourages direct interaction with our dietitians, and a colorful image of a “Recipe of the Month” guides visitors to our recipes section. Call-outs also invite participants to subscribe to the regularly published eNewsletter and receive a free downloadable cookbook of easy, budget-friendly recipes. This has led to significant and consistent growth in online subscribers.

Husky Nutrition educators also employ more traditional tactics to bring the target audience to the online platform. These efforts include instructing participants at direct education programs on how they can access the site using a computer, cell phone, or tablet; providing sample education materials or recipes highlighting the website; and offering a promotional card or magnet that describes the website and provides the web address, www.SNAP4CT.org. *Husky Nutrition* staff also engage with key community collaborators, giving them educational and promotional materials that include information on accessing SNAP4CT.org’s online platforms (website and social media channels), and requesting that they include a link to the site on their own websites. Likewise, through social media, staff members interact directly with organizations that serve SNAP and SNAP-Ed eligible individuals, broadening the reach of the nutrition and health messages.

Husky Nutrition expects to reach visitors from Connecticut at a total rate of 300,000 online interactions in FY 2020, and to 250,000 FY 2021 (budget permitting) through its online platforms (SNAP4CT.org website and social media channels). To track and report online usage and reach we will be predominantly focused on direct interactions such as page views, form submissions, newsletters opened, videos viewed and user responses such as “likes”, “follows” and comments provided by users. As outlined under key performance measures later in this plan, filtered Google Analytics data and social media platform metrics will guide development of content and marketing efforts to ensure that the online platforms’ primary users are SNAP recipients and individuals who are likely eligible to receive SNAP benefits.

2. *Husky Reads*

A well-established SNAP-Ed program has been ongoing since 1998. Inspired by the nationally accepted American Academy of Pediatrics’ program “Reach Out and Read,” *Husky Reads* was first designed for promotion of health and nutrition habits by reading nutrition-focused, health-oriented books to young children in pediatric and health clinics. A USDA



Higher Education Challenge Grant (2005-2010)^{92,93} supported the early development of the *Husky Reads*' curriculum and its delivery method. FNS accepted *Husky Reads* as a practiced-based evidence program in the SNAP-Ed Toolkit in 2019 (<https://snapedtoolkit.org/?s=Husky>).

Over time, *Husky Reads* has grown into a food and nutrition, literacy-based intervention for preschool age children designed to increase MyPlate literacy while promoting fruits and vegetables. *Husky Reads* includes a series of 10 weekly lessons lasting 30 minutes. Generally, the program is delivered as a series of lessons for preschoolers enrolled in ECEs. At times, individual lessons adapted from the 10-week series are delivered as stand-alone single sessions of 20-90 minutes to children, often along with their parents/caregivers, in conjunction with the U.S. Department of Agriculture's (USDA) Summer Food Service Program (SFSP), at WIC clinics, public libraries, medical centers, and other community sites in areas with a high concentration of the SNAP-Ed eligible population. *Husky Nutrition* educators (trained students engaged in a university service-learning class) conduct structured lessons including reading food, health and physical activity-themed books to preschoolers, playing activities that reinforce the learning objectives, and offering food samples that encourage children to taste different foods in a positive and supportive environment. Each of the books selected for use with the *Husky Reads*' lessons come from the Food and Nutrition Fun for Preschoolers Resource List.⁹⁴ The foods selected for tasting correspond to the MyPlate® food groups with an emphasis on fruits and vegetables. The ECE directors and staff are encouraged to use the www.SNAP4CT.org website and resources as an on-going strategy to reinforce in-class learning for parents and caregivers.

In FY 2019, the *Husky Nutrition* team will conduct 800 *Husky Reads* educational sessions at 25 – 30 sites reaching approximately 3,000 participants with 13,000 contacts of direct nutrition education. The number of contacts will remain steady through FYs 2020 and 2021 with a goal of increasing the coordination of SNAP4CT and *Husky Smart Shopping* messages among Hartford ECE sites and New London ECE sites by during year 3 (FY 2021). In FY 2021, the *Husky Nutrition* team will conduct *Husky Reads* education sessions in a manner that is consistent with state government, UConn, UConn Health and ECE partner COVID-19 operations and social distancing guidelines. On an ongoing basis, *Husky Nutrition* staff will consult with our ECE partners to assess interest and opportunities for providing meaningful SNAP-Ed programming to the children. We anticipate that this may include a combination of virtual live sessions, pre-recorded videos, and activity toolkits. Due to COVID-19, we expect the number of sites, education sessions, and direct education

⁹² Poehlitz PM, Pierce MB, and Ferris AM. (2006). Delivering nutrition education in a service-learning course. *J. Nutr. Educ. Behav.* 38:388-9.

⁹³ Pierce MB, Havens E, Poehlitz M, Ferris, AM. (2012) "Evaluation of Community Nutrition Service-Learning Program: Changes to Student Leadership and Cultural Competence." *North American Colleges and Teachers of Agriculture*, 56:3, 10-16.

⁹⁴ (https://www.nal.usda.gov/sites/default/files/fnic_uploads/fun_preschool.pdf).

participants and contacts will be less than originally projected. Although direct education of children may decrease, Husky Nutrition plans to provide resources, such as the SNAP4CT e-newsletter, recipes and videos, with relevant content to support the parents and caregivers of children in the ECE community.

3. Little City Sprouts

Little City Sprouts is a Farm to Preschool program the Hartford Food System (HFS), providing preschool children with the opportunity to know about, grow, and taste fresh, healthy food through food-related field trips, gardening, nutrition, and cooking lessons designed for them. *Husky Nutrition* provides financial support and technical assistance nutrition content for curricula and materials for educational program delivery. Through this



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intervention, the Hartford Food System builds or maintains the raised-bed gardens at each program site and will contribute to enhancing the preschool environment by providing vegetables and herbs to be used in conjunction with its nutrition education sessions. The research-tested CATCH Early Childhood curriculum will be used for the majority of the 25 lessons delivered and there will be 11 supplemental lessons that provide additional learning specific to maintaining the school's garden bed. In addition, Trinity Health Systems Wellbeing 360 funded the Hartford Food System to develop a program, "*Little City Sprouts Plus*," that expands *Little City Sprouts* in the northeast section of Hartford, CT and adds a parent education component to the program. While *Husky Nutrition* does not support this program financially, the curriculum will also be coordinated with *Husky Reads*. In FY 2020, *Little City Sprouts* will work with 11 ECE sites and 303 children (participants) delivering 25 lessons of 1 hour each over the course of the school year and summer. For the 20 classrooms LCS will visit we anticipate a total of 500 educational sessions delivered. Contact numbers will equal 6,000 per year and will remain stable in FY 2021. ECE sites for programming will be determined in conjunction with strategic planning with the *Husky Reads*' Manager (S. Coleman) and, when possible, will be provided as a complementary intervention for Hartford's ECE programs that participate in *Husky Reads* and parent education programs are occurring.

4. Husky Nutrition On-the-Go

Healthy Beverage Series: *Husky Nutrition* educators deliver a ten-week series entitled the "*Healthy Beverage Series*" to parents and non-parental caregivers of preschoolers. They deliver targeted messaging and education focused on reducing sugary drink consumption, limiting use of fruit juice to American Academy of Pediatrics' recommended levels, and promoting water consumption for their children. This program was originally developed as part of a funded project in the USDA Childhood Obesity Prevention Initiative

(USDA/CSREES: 2008-55215-19071, Effectiveness of an IMB-based Intervention for Reducing Sweetened Beverage Consumption in Preschool Children, A. Ferris PI)⁹⁵. The protocol for this intervention is a registered Clinical Trial (NCT03957148) and is approved by UCONN Health Institutional Review Board (IRB IE-08-292S-2). In 2020, FNS accepted Husky Nutrition On-the-Go as an evidenced-based intervention for inclusion in the next update of the SNAP-Ed Toolkit. For this intervention, students enrolled in a university service-learning class greet parents when they pick up their children from school and provide a brief interaction for ten weeks with parents while standing in front of a themed display board. The intervention's cumulative direct education exposure lasts approximately 50 minutes. Each week of this ten-week intervention centers on a tailored message, game, and supportive display. In FY 2019, the *Husky Nutrition* team will conduct 50 sessions at 4 – 6 sites reaching approximately 1,000 participants and 1,500 contacts. Program delivery will remain stable in FY 2020. In FY 2021, when on-site programming is allowed, the *Husky Nutrition* team will explore having employees rather than students enrolled in the service-learning class deliver this program. This transition to using staff will increase our capacity to reach ECE sites and possibly expand to other venues that parents frequent, such as congregations. In previous years, we have found it challenging to enroll an adequate number of students into the course due to the afternoon timeframe.

Single Sessions: In conjunction with other contractors, nutrition educators deliver programs using interactive display boards at community sites in targeted locales where SNAP participants and low-income families are already engaged (e.g. health fairs, family resource centers, community/senior centers, and/or commodity food distribution sites). Topics for these interactive display boards include reducing sugary drinks from the *Healthy Beverage Series*, enhancing fruit and vegetable intake using MyPlate® materials, and increasing physical activity. Curricula and demonstrations may also include recipes and nutrition/culinary tips. The direct education incorporates a variety of strategies that promote the key messages including interactive and multimedia games or activities, demonstrations, and skill practice opportunities with the duration of the interaction being at least 20 minutes. In FY 2020 and 2021, *Husky Nutrition On-the-Go* may be conducted at 3 – 5 of these events reaching 100 – 150 participants. This level of service will remain stable over the 3-year term. Educators will inform and engage adult participants at these events to visit www.SNAP4CT.org, sign up for the eNewsletter, and follow SNAP4CT on social media.

5. Husky Smart Shopping

⁹⁵ Ferris, A. M., D. Wakefield, K. Lora, C. Quesada. Caretakers receiving SNAP are responsive to education to reduce preschool child sugar-sweetened beverage (SSB) consumption. 42nd Ann Soc Nutr Educ/EB, San Diego, CA. April 2014. 14-7959.

The *Husky Smart Shopping* program focuses on developing new, and enhancing existing, partnerships with retail food systems, coupled with an array of direct education strategies. The retail food systems include large and medium sized grocery stores and farmers markets in targeted low-income areas focusing on marketing and promoting healthy foods and incenting SNAP clients to purchase them. The emphasis will be on strategically building comprehensive partnerships within the Healthy Hartford Hub (described in the “Coordination of Efforts” section), with ShopRite stores, with C-Town in Hartford, and with farmers markets. Those farmers markets that process SNAP and/or WIC electronic payments and produce double value coupons receive priority.

A *Husky Nutrition* registered dietitian (RD), coordinates *Husky Smart Shopping* activities. These activities include:

- managing the partnership with store management, franchise owners, and managers
- coordinating messaging with the SNAP4CT.org online platform
- implementing direct education delivery
- managing a multi-cultural staff to deliver programs in English and Spanish
- selecting appropriate educational topics for audience being served (culturally relevant appropriate foods; literacy/learning level appropriate; and suitable for the venue)



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The direct education methods that will be available to partnering retailers and markets include:

Grocery store tours (in-store and classroom/virtual) – Grocery Store Tours follow the *Shopping Matters*⁹⁶ or *Cooking Matters at the Store* format at grocery stores and retail food outlets serving a high number of SNAP recipients. When transportation, childcare responsibilities, and physical limitations prohibit participation at the store, nutrition educators deliver full and adapted grocery store tours in a community site with mock stations set up or via live streaming to the community site from the local grocery store.

Video modules: videos of grocery store tours and other single topic education modules that highlight shopping the perimeter of the store, label reading and unit pricing, and other related topics will be available. Videos are compatible for viewing on a PC, tablet, and smartphone.

⁹⁶ <http://cookingmatters.org/educational-tools>

Videos are maintained online on the SNAP4CT.org platform and are available for sharing on partner websites and social media.

Point-of-Purchase or Promotion (POP) in retail food stores and farmers markets: POP programs include single topic interactions (label reading, unit pricing, identifying whole grains, seasonal fruits and vegetables, etc.) in the aisles and produce sections of mid-sized markets as well as farmers markets. Additionally, they include recipes and food tastings particularly in the produce section or in collaboration with farmers' market produce vendors whenever possible. As part of Smart Shopping partnerships, nutrition educators engage shoppers at the table while food retailers co-locate featured foods next to the tasting table, promote targeted foods and/or provide coupons or other incentives for target foods.

Following is an example of a strategy incorporating direct education with targeted marketing and coordination with store partners. *Husky Nutrition* will use the www.SNAP4CT.org website and social media platform to drive nutrition messages, shopping tips, and recipes to SNAP participants who are located in the zip codes close to the retail venue and who likely shop there. At the store, nutrition educators will provide food demos and will set up a display including ingredient items from the featured recipe in order to co-merchandise these foods and promote consumer purchasing. Nutrition educators conducting the food demos will heavily emphasize ingredients such as vegetables, fruits, and whole grains and they will coordinate with store management to use ingredients that are on sale. In order to inform SNAP participants, we will promote these events using regionally targeted social media (on SNAP4CT.org and with the store's social media when available) and in-store advertisements such as flyers and posters.

In 2019, *Husky Smart Shopping* will work with 5 partners and conduct 150 educational sessions at 15 – 20 sites reaching approximately 3,000 participants with 3,750 contacts of direct nutrition education. In FYs 2020 and 2021 we will add 5 partners/stores and increase SNAP participant reach by 10%.

Policy, systems, and environmental change programs:

Husky Nutrition and Husky Sport Northeast Hartford Partnership

Husky Nutrition and Husky Sport Northeast Hartford Partnership – Beginning with the 2019-2021 SNAP-Ed plan, the *Husky Nutrition* and *Husky Sport* programs will construct a framework for coordinated messaging, programming, staffing, and evaluation for SNAP-Ed in the 06120 zip code in Hartford, an area of highest need in Connecticut with almost 50% of residents living in poverty. The programs provide parallel activities for many of the same families without intersecting. The Neag School of Education's Husky Sport Program focuses on school-age children, primarily at Fred D. Wish Museum School (PreK-5) and neighborhood-based out-of-school programs for that same age group. *Husky Nutrition* works with children, parents, and providers in early childcare centers. Both programs also work with

the myriad city, foundation, university, healthcare, and church-based efforts to improve the well-being of residents and reduce childhood obesity in this highly impoverished area. Over the three-year proposed plan, the *Husky Sport* and *Husky Nutrition* programs commit to the coordinated development and implementation of a multi-level nutrition and physical activity education plan designed to:

serve the needs of the community, improve the potential impact of SNAP-Ed within the area, evaluate the specific contribution made by SNAP-Ed in meeting the community nutrition and physical activity goals, and coordinate with other community partner efforts.

Of particular importance and influence on the development of the coordinated efforts between *Husky Sport* and *Husky Nutrition* is the school consolidation plan led by Hartford Public Schools. In Fall 2018, Simpson-Waverly School closed its doors and those students moved to Wish School, and in Fall 2019, Thurman Milner School did the same. As such, the SNAP-Ed FY21 would be devoted to partnership organization (leadership, staff commitments, training, and coordination of current programs), utilization of an asset inventory of programs, retail establishments, and institutions in the neighborhood of the expanded Wish School (completed in spring 2019) that could support changes in food, nutrition, and physical activity in the neighborhood;⁹⁷ examination of state and national models to guide our work, and the refinement of a framework for program planning. The focus for FY20 was on the program development, maintaining community perspective, and the evaluation and potential expansion of the UConn service-learning undergraduate and graduate offerings that support university student and faculty participation. The target for FY21 is the initial implementation of the coordinated plan and evaluation framework. Consequently, the following three-year SNAP-ED Plan would include a well-defined and cost-effective approach for multi-level SNAP-ED programming in an area of highest need within Connecticut.

Early childcare center food, nutrition, and physical activity written policy improvement

Husky Nutrition will provide workshops and technical assistance to early childcare directors and programs who participated in the 2015-2018 policy enhancement series for the 69

⁹⁷ Completion of the asset inventory relied heavily upon the use of reports and maps produced by the Promise Zone, North Hartford Triple Aim Collaborative (the health initiative of the Promise Zone), Invest Hartford (A Robert Wood Johnson Foundation, Culture of Health supported project), Wellbeing 360 (a Trinity Healthcare initiative), the UCONN Cities Collaborative, the City of Hartford, Departments of Health and Human Services and Children, Families, Youth, and Recreation, the Community Needs Assessments of the Hartford Health Care and St. Francis Hospital (part of the Trinity Healthcare System, The Connecticut Children's Hospital, Hartford Child Wellness Alliance, and the Connecticut Office of Health Strategy to reduce the time needed to produce this inventory.

centers in the City of Hartford and the 7 centers in the City of New Britain. See FY 2018 Annual report for results of this program.

Professional Development. Husky Nutrition will join with the UConn Husky Sport program to participate in professional development for staff. The focus of the professional development is to present and discuss effective strategies for delivering nutrition education to children, parents and adult family members and other adult SNAP participants. In addition, the training will incorporate teaching methods to engage and hold the attention of youth, and cultural competency through various workshops and presentations. Husky Nutrition staff will participate in trainings with Husky Sport twice per year (August and January). In addition, Husky Nutrition holds monthly staff meetings to discuss issues particular to their roles and program delivery.

The Assistant Director (Furbish) will work collaboratively with the Husky Sport professional development lead staff to develop the workshop topics and to share best practice ideas. The Director (Dr. Ferris) is actively involved in the curriculum development for the service-learning courses associated with Husky Nutrition. Dr. Ferris oversees the development of curriculum for service-learning courses, and the Program Manager (Coleman) is responsible for all aspects of course management. As part of these service-learning courses, college students are trained to assist Husky Nutrition in delivering nutrition education curricula in Husky Nutrition's programs. Service-learning courses are offered to students at the University of Connecticut through the Department of Educational Leadership and the Department of Nutritional Sciences, focusing on working with SNAP-Ed recipients in Hartford, East Hartford, Manchester, Willimantic, and Norwich/New London with the following course sections:

NUSC 1161/ EDLR 1161: Husky Reads (1 credit course; average 30 students per semester /60 per year)

NUSC 3171: Husky Nutrition (3 credit course; 5 -7 per semester /10 - 14 per year) through spring semester 2020.

Evidence Base:

Initiative	Level of Evidence	Supporting References
SNAP4CT.org Online Platform	Emerging Site development relies on the multiple reviews available for individual components and an overall framework as outlined by Oldenburg et. al. The information derived from the in-depth Google Analytics applied to the site also	Oldenburg <i>et al.</i> New Technologies to Improve the Prevention and Management of Chronic Conditions in Populations, <i>Ann. Rev. Public Health</i> 2015. 36:483-505 www.annualreviews.org

	provides information on reach to the target audience.	
<p>“Husky Reads.” Literacy-based fruit and vegetable promotion with activity and tasting for preschool age children. This program will be the focus of a control trial in this plan.</p>	<p>Practice-tested (accepted for listing in evidence-based programs in SNAP-ED Connections). https://snapedtoolkit.org/?s=Husky</p> <p>Husky Reads significantly increased preschoolers’ correct identification of 2 types of fruits and 2 types of vegetables. A significant correlation was found between correct identification of fruit and trying the fruit.</p>	<p>Husky Nutrition Annual Report, FY 2018: Appendix 1: Husky Reads Formative Evaluation Report; Appendix 2: Husky Reads Process Evaluation Report; Appendix 3: Husky Reads Outcome Evaluation Report.</p> <p>Coleman A, Coleman S, Ferris AM, Book-based nutritional literacy effects preschoolers' nutritional knowledge and willingness to consume fruits and vegetables: 2013 American Public Health Association National Conference, Boston, MA Paper #289287.</p>
<p>“Healthy Beverage Series.” Brief intervention series for caregivers of preschoolers.</p>	<p>Practice-tested proceeding to research-based accepted for listing as an evidenced-based program in 8/2020 edition of the SNAP-Ed toolkit.</p> <p>Randomized control trial with 10-week sugar-sweetened beverage education intervention and sham control on home food safety. Among SNAP recipients who consumed SSBs, the intervention group consumed significantly less</p>	<p>Ferris, A. M., D. B. Wakefield, K. Lora, C. Quesada. Caretakers receiving SNAP are responsive to education to reduce preschool child sugar-sweetened beverage (SSB) consumption. FASEB J April 2014 28:252. 8.</p>

	SSB ounces than control at 6 months.	
"Little City Sprouts." Farm to Preschool with gardening and CATCH EC lessons.	Research-tested	SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit.
Husky Nutrition On-the-Go, Brief interventions	Practice-tested Average knowledge score improved significantly from 45% to 63% correct pre- to post-test. Participants also demonstrated intent to change behavior. (Pierce et al., 2011)	Husky Nutrition Annual Report, FY 2018, Appendix 5: Husky Smart Shopping Outcome & Process Evaluation Report. Pierce, M.B., K. A. Hudson, K. R. Lora, E. Havens, and A. M. Ferris. (2011). The Husky Byte Program Delivering Nutrition Education One Sound Byte at a Time; <i>J. Nutr. Edu. Behav.</i> 43:135-7.
Husky Smart Shopping - Grocery tours	Practice-tested The SNAP-Ed toolkit lists Cooking Matters at the Store as practice-tested	SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit. Hartmann-Boyce, J. et al. (2018). Grocery store interventions to change food purchasing behaviors: a systemic review of randomized controlled trials. <i>Amer. J. Clin. Nutr.</i> 107:1004-1016.

Husky Smart Shopping - POP	<p>Emerging – but research-tested if implemented as part of a larger program as done in Baltimore or California.</p> <p>Unpublished results from our FY2017 evaluation at farmers' markets found that of SNAP-eligible respondents who participated in the program, 66% intended to make the recipe, 59% planned to buy at least 3 vegetables at the market and 79% planned to use a financial incentive.</p>	<p>Husky Nutrition Annual Report, FY 2018, Appendix 5: Husky Smart Shopping Outcome & Process Evaluation Report.</p> <p>SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States lists "Pick It, Try It, Like It"</p>
Early Care PSE Change	Practice-based	Annual Report, FY 2018, Appendix 4: ECE Wellness Policy Improvement: Evaluation Report.

Key Performance Indicators (KPIs):

To evaluate project implementation, *Husky Nutrition* management will compare the projected outcomes with the EARS data for the number reached for each of the following numeric indicators: direct programs, direct education participants, contacts, and indirect contacts. Management will conduct further analysis of the number, type and location of community education sites; direct education programs to SNAP recipients; train-the-trainer sessions to collaborating partners; and collaboration meetings with public and private agencies, coalitions, task forces, and other planning groups that directly result in SNAP-Ed programming, to measure progress towards meeting project performance measures. In addition, *Husky Nutrition* management will monitor and record program fidelity on a regular schedule and will seek feedback about program delivery from program educators and site directors. Specifically, program educators complete a debriefing form after conducting direct education sessions and site directors have the opportunity to complete a satisfaction survey to inform the Program Manager. The Program Manager uses this information to identify opportunities for program improvements.

Initiative	Indicators
SNAP4CT.org Online Platform	<ul style="list-style-type: none"> • Number of visitors/users, page views, location of user (filtered by CT and outside of CT), location of user by town, and technology used to access site (mobile phone, tablet, desktop computer). • Available social media metrics and the growth/stability in eNewsletter subscribers will also be reviewed on a regular basis. Comparison of analytical data with previous years will show changes in use overall and by specific platforms and topics over time. • Percent of repeat views and time spent on the site and page will gauge client engagement. • Number of entities that incorporate SNAP4CT social media into their food, nutrition, and physical activity promotional and educational materials, as well as, include a link to SNAP4CT on their website.
Husky Reads/ Little City Sprouts	<ul style="list-style-type: none"> • Number of sites, sessions, and clients. • (Husky Reads): Number/Percent of classrooms with a teacher who reports Husky Reads lessons increase preschool class' a) recognition of MyPlate, b) knowledge of healthy food options, and c) willingness to try new foods
Husky Nutrition On-the-Go (Beverage Series)	<ul style="list-style-type: none"> • Number of sites, sessions, and clients. • Program previously validated against home beverage inventories, child food records, and a beverage questionnaire based on the information, motivation, and behavior (IMB) Fisher and Fisher model of behavior change.
Husky Smart Shopping	<ul style="list-style-type: none"> • Number of sites, sessions, client. • Number of / type of collaborative events held at each retail food location; • Number and percent of POP sessions enhanced by store/vendor incentives for the featured healthy foods, by type of promotion (e.g.,coupons, discount, ingredient bundle, co-located ingredients, etc.). • Number / percent of farmers' market produce vendors who offer food samples, feature the recipe, or otherwise collaborate to highlight promote the featured produce item of the week. • Number / percent of farmers' market produce vendors display the recipe. • Percent of participants who report learning new ideas for preparing specified foods. Percent of participants who report intent or behavior related to specific food resource management skills and/or healthy eating behaviors such as willingness to purchase and use food highlighted in session. UCONN Health IRB 16-165-2.

	<ul style="list-style-type: none"> Number of partner sites or systems who made at least one change in placement of healthy foods, decreased promotion of unhealthy foods, implemented incentives in conjunction with SNAP-Ed, or incorporated SNAP4CT information in store promotions.
Multi-Dimensional, Integrated Programming	<ul style="list-style-type: none"> Number and status of partnership plans for each of the following: ECEs, grocery stores and farmers' markets Number of ECE partner sites with interventions reaching 2 or more of the following levels: 1) child, 2) parent(s) / caregiver(s); 3) ECE environment, 4) local food retail environment Number / Percent of ECE partner sites engaged in two or more Husky Nutrition programs: Husky Reads, Little City Sprouts, Healthy Beverage Series, Husky Smart Shopping, Number of partners that incorporate SNAP4CT social media into their food, nutrition, and physical activity promotional and educational materials; Number of partners that include a link on their website

Use of Existing Educational Materials:

Husky Nutrition will utilize nutrition education materials from the *Choose My Plate 10 Tips Nutrition Education Series*, *Cooking Matters at the Store*, *Shopping Matters*, as well as, the *Husky Nutrition* evidenced-based curricula on reducing sugar-sweetened beverages in preschool children. For *Husky Reads*, the books used as a foundation for the lessons come from the Food and Nutrition Fun for Preschooler resource list from the USDA Food and Nutrition Resource Center. SNAP4CT.org will use SNAP-Ed Connection and the recipe finder.

The following are ***examples*** of additional and existing materials *Husky Nutrition* will use:

Title	Author/Source	Languages
Ten Tips Nutrition Education Series	USDA/ChooseMyPlate.gov	English, Spanish Large font
Dietary Guidelines Consumer Brochure	UDSA/ChooseMyPlate.gov	English
Recipes, storage tips, seasonal availability	Produce for Better Health Foundation/ fruitsandveggiesmorematters.org	English (<i>Husky Nutrition</i> staff can translate to Spanish)
Early Childhood Nutrition: It's Fun to be	Catch.org https://catch.org/lessons/early-	English

Title	Author/Source	Languages
Healthy PreK Garden lessons	childhood-nutrition-its-fun-to-be-healthy-garden-kids	
Recipes	USDA SNAP-Ed Connection	English*
Cooking Matters, Shopping Matters	Share Our Strength	English, Spanish
Eat Smart, Live Strong	USDA/SNAP-Ed Connection	English
Food Safe Families Campaign Toolkit	USDA, FDA, CDC, Ad Council Foodsafety.adcouncil.org	English, Spanish
Sugar Sweetened Beverages Set	<i>Husky Nutrition</i> - NRI http://www.publichealth.uconn.edu/nricurriculum.html	English, Spanish
Parenting the Preschooler: Beverages for your preschooler	(University of Wisconsin Extension) https://fyi.uwex.edu/parentingthepreschooler/healthy-minds-and-bodies/beverages/	English, Spanish
Count Up Your Sugar From Juice Drinks “Rethink your Drink”	North Coast Region Champions for change https://cachampionsforchange.cdph.ca.gov/en/tips/Pages/Rethink-Your-Drink.aspx	English, Spanish
10 Steps to Help Fill your Grocery Bag through SNAP	https://www.fns.usda.gov/snap/10-steps-help-you-fill-your-grocery-bag	English
Eat Better On Us, What Can \$16 Buy	<i>Husky Nutrition</i>	English, Spanish Large font
Recipes and items for www.snap4ct.org	SNAP http://snap.nal.usda.gov/	English, Spanish
USDA/ChooseMyPlate.gov	http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html	English
Dirty Dozen/Clean Fifteen from the Environmental Working Group (EWG)	http://foodmatters.tv/articles-1/2012-shoppers-guide-to-pesticides-the-dirty-dozen-clean-15 http://www.ewg.org/foodnews/	English

* recipes added to the SNAP4CT.org website are translated into Spanish

Development of New Educational Materials:

Husky Nutrition staff do not anticipate developing new educational materials. On occasion *Husky Nutrition* staff may modify materials to ensure that messages are accessible and provide relevant, adoptable options for those participating in direct education. *Husky Nutrition* staff make adaptations in consideration of age and functional ability, barriers to food access, income, skills, and literacy, as well as culture and language.

Evaluation Plans

The Center for Population Health evaluation group headed by Dr. Sara Wakai oversees the evaluation efforts of this plan with Erin Havens, MPH, MPA delegated to lead the SNAP-Ed evaluation with the assistance of Dorothy Wakefield, MA, in statistics and data base analysis; Ann Ferris, Ph.D., in program design; and hourly data collectors. These staff can draw upon extensive expertise of social science researchers, statisticians, and doctoral students when needed. Under their guidance, the *Husky Nutrition* evaluation group will continue to develop a more rigorous evaluation framework and data collection and analytical system to guide program development. Where appropriate, the evaluation group will use performance indicators and outcome measures developed and measured by the Center for Population Health for non-SNAP programs such as the CDC-funded 1815 and 1807 programs and the CT Health Care Innovation Model (SIM) projects.

Continuing Evaluation Programs: As its contribution to several citywide and neighborhood level childhood obesity prevention efforts in Hartford, CT, in 2020 *Husky Nutrition* will conduct the third round of measuring height and weight in a statistically sound, randomized sampling of children in all the preschools in Hartford, CT⁹⁸. In addition, as part of the formative evaluation for the potential reach of www.SNAP4CT.org, we are conducting a survey of clients on the availability of technology and barriers and enhancers needed to use electronic devices for delivering SNAP-Ed. (UConn Health IRB 18-030-2).

Special Project Evaluation: Husky Reads

Name: *Husky Reads Evaluation: Measuring changes in MyPlate knowledge and fruit and vegetable recognition and liking.*

Since 1998, UConn undergraduate students have volunteered as part of a service- learning course to deliver *Husky Reads*. Inspired by the nationally accepted American Academy of Pediatrics' program "Reach Out and Read," *Husky Reads* developed into a program promoting health and nutrition habits, and literacy by reading health-oriented books to young children in pediatric and health clinics. A USDA Higher Education Challenge Grant (2005-2010) supported early development of the *Husky Reads*' curriculum and its delivery method. The following protocol is a registered Clinical Trial (NCT03338257) and is approved by UCONN Health Institutional Review Board (IRB 17-069-3)

The *Husky Reads*' curriculum now includes a series of 10 lessons designed to introduce preschool-age children to MyPlate® while improving fruit and vegetable literacy. Each lesson

⁹⁸ The pandemic prevented us for conducting this evaluation. As the survey must be conducted in May to align with the previous timeframes, we do not expect to be complete until the pandemic is over.

includes reading at least one children's book, an activity or game, and food tasting to complement learning objectives related to MyPlate® and fruit/vegetable literacy. Undergraduate students enrolled in the *Husky Reads*' service-learning course at UConn, or college students participating in the paid summer internship program, deliver the preschool lessons. Each team of 2-3 undergraduate students visits 2-3 early care classrooms and delivers *Husky Reads*' lessons to preschoolers on a weekly basis. This series targets children at an early age because early childhood is a pivotal time to influence the path towards healthy behaviors and away from obesity. Providing food tastings and increasing exposure to foods like fruits and vegetables is especially relevant because food preferences^{99,100} and appetite regulation¹⁰¹ are developed in early childhood. Early childhood is also an important time for introducing healthy behaviors because once established in childhood obesity often tracks through to adulthood and is difficult to reverse through interventions¹⁰².

Type: Outcome

Questions: The purpose of this evaluation is to answer the question:

Does *Husky Reads*, an educational program that has been in existence for over 15 years, increase a preschool child's recognition of MyPlate® and food group concepts, and correct identification of and liking of specified fruits and vegetables?

Approach(es):

Pilot. In February/March 2017, the investigators conducted pilot testing to adapt the fruit and vegetable preference instrument and protocol developed by Carraway-Stage and colleagues¹⁰³ in North Carolina for use in urban areas of Connecticut. Pilot activities included: selecting, testing and modifying the array of different pictures of fruits and vegetables loaded onto a tablet for survey administration; testing the orientation activity; and obtaining IRB approval for the adapted protocol, recruitment materials and instrument. In

⁹⁹ Mennella, JA. (2014). Ontogeny of taste preferences: basic biology and implications for health. *Am. J. Clin Nutr.* 99:704S-711S doi: 10.3945/ajcn.113.067694. Epub 2014 Jan 22.

¹⁰⁰ Mennella JA, Lukasewycz, LD, Castor SM, Beauchamp GK. (2011). The timing and duration of a sensitive period in human flavor learning: a randomized trial. *Am J Clin Nutr.* 2011; 1019-24... doi: 10.3945/ajcn.110.003541. Epub 2011 Feb 10.

¹⁰¹ Birch LL, Doub AE. 2014 Learning to eat: birth to age 2 y. *Am J Clin Nutr.* 99(3):723S-8S. doi: 10.3945/ajcn.113.069047. Epub 2014 Jan 22.

¹⁰² Waters E, de Silva-Sanigorski A, Hall BJ et al. (2011) Interventions for preventing obesity in children. *Cochrane Database of Systematic Reviews*, (12): Art. No.: CD001871.

¹⁰³ Carraway-Stage V, Spangler H, Borges M, Goodell LS. (2014) Evaluation of a pictorial method to assess liking of familiar fruits and vegetables among preschool children. *Appetite* 75: 11-20.

December 2017, investigators began the process of developing the interview tool to measure changes in MyPlate® recognition and food groups concepts.

Data collection: The evaluation team has completed two cycles of data collection to measure changes in fruit and vegetable preference. As of October 2017, study participation in the evaluation includes 6 ECE programs, with a total of 320 children from 24 classes participating in pre-test interviews. Information packets were provided to the parent/caregivers of the 359 children eligible for participation in the evaluation. Of these children, 89% completed the pre-test interview. Only 1 parent opted to not have their child participate.

Design: The evaluation uses a pre-test/post-test control group design with paired data at the child level to explore whether children who participate in *Husky Reads* have increased odds of correctly identifying, trying, or liking select fruits and vegetables and identifying MyPlate® components. Based on conservative assumptions, we expect that 900 children and 60 classrooms (average of 15 children per class) will provide sufficient power to discern an increase of 10% for correct identification of and 10% for reported liking of the targeted produce. We anticipate that as data are collected, early analyses of pre/post data will allow us to refine the power estimate. We anticipate that a smaller number of classrooms will yield adequate power. Two examples of challenges to estimating power include 1) limited data available on the extent to which Hartford preschoolers correctly identify or like the selected fruits and vegetables; and 2) correct identification of produce items by preschoolers varies depending on the produce item.

The intervention (*Husky Reads*) follows an approved school and parent consent and child assent and participation protocol. Over 60 early childcare centers in Hartford meet eligibility criteria for participation in SNAP-Ed programs. The *Husky Reads* program administration maintains background data on total enrollment, number of classrooms, and child demographics for each program that will allow for matching control and intervention classrooms by child age (3-4 vs. 4-5-year olds) and racial/ethnic composition. All children in the control and intervention classrooms will be eligible for inclusion in the evaluation. Centers enrolled as control sites receive the *Husky Reads* after a hiatus to ensure that no children who participated in the control treatment are enrolled when the program is evaluated. Given that the full *Husky Reads* program runs in the fall and spring, each with up to 25 classrooms receiving the program each semester, completing the evaluation is limited by the availability of evaluation staff and not program participation.

The adapted Carraway-Stage *et al.* and MyPlate® evaluation process starts up to 3 weeks before the *Husky Reads* program begins in intervention sites. The evaluation staff conducts an orientation activity to train children for the interview and the next week, collects pre-intervention evaluation data. The interview is in a private space to reduce peer influence on the responses. Within three weeks of completion of the 10-week intervention, the evaluation team repeats the process. A code kept in the classroom allows for matching the pre/post responses for the same child. Once the post evaluation testing and data integrity check are

complete, the evaluation site supervisor will witness the classroom teacher destroy the Subject Key.

Statistical Analyses: The evaluation team will use logistic regression to analyze the relationship between participation in *Husky Reads* and two dichotomous dependent variables: correct identification of MyPlate® and correct identification of foods in the specified food groups, as well as, the relationship between participation in *Husky Reads* and two dichotomous dependent variables: experience and identification of specified fruits and vegetables. To determine “liking”, we will examine the frequencies of the five (5) possible responses on the liking scale to decide how to combine responses. Depending upon the distribution of responses, we expect to combine into either two or three categories. We will use logistic regression (if data is combined into two (2) categories) to analyze the relationship between participation in *Husky Reads* and “liking” specified fruits and vegetables or a multinomial logistic regression model will be used if data is combined to three (3) categories. For both analyses, the following variables will be considered as possible covariates: child demographics (age group, gender, ethnicity/race, interview identification responses), as well as Early Care Program and Classroom level demographics.

Planned use:

Husky Nutrition will use the data to determine program effectiveness with regard to knowledge gained (identification) and increased willingness to consume target vegetables and fruits, thus confirming or denying the anecdotal evidence for this program. If the program does effect changes in identification and willingness to consume the target produce, then the change in the evidence base for the program will warrant dissemination to the larger SNAP-Ed community.

Prior Evaluation:

Findings from a prior evaluation suggest the ability of preschoolers to identify blueberries, strawberries, carrots, and broccoli increased significantly after participation in one *Husky Reads* lesson¹⁰⁴. Although the findings were promising, the evaluation design lacked a control group and relied on a classroom-wide assessment with hands raised as a response rather than measuring whether the ability to identify the produce items changed for a given child after participation in *Husky Reads*. Therefore, a more thorough evaluation of whether *Husky Reads* helps children learn to identify select fruits and vegetables is still needed.

¹⁰⁴ Coleman A, Coleman S, Ferris AM. Book-based nutritional literacy effects preschoolers' nutritional knowledge and willingness to consume fruits and vegetables: 2013 American Public Health Association National Conference, Boston, MA Paper #289287

Questions also remain whether *Husky Reads* increases the odds of a child tasting and/or liking select fruits and vegetables.

Previous evaluation results

Child weight surveillance: Hartford: Child weight ages 3-5: In May of 2012, *Husky Nutrition* conducted a baseline assessment of child BMI in the 69 early childcare centers in Hartford where 73% of all children between the ages of 3-5 attend center-based care. As part of an agreement with the City of Hartford supporting childhood obesity prevention programs, *Husky Nutrition* repeated the process in 2016. See <http://www.publichealth.uconn.edu/child-weight-surveillance-preschool-hartford.html> for a copy of the complete report. The percentage of children classified as overweight or obese decreased from 37% in 2012 to 32% in 2016. The average BMI percentile decreased significantly by four percentile points. However, the weight gap between Hispanic/Latino children and other children in Hartford widened in the four years between assessments with 35% of Hispanic/Latino children classified as overweight or obese and 3.9% classified as extremely obese versus 28% of non-Hispanic/Latino children classified as overweight and obese and 2% classified as extremely obese. We will repeat the child weight surveillance in 2020. Other cities and regions: Although not funded by SNAP-Ed, the *Husky Nutrition* team uses data collected and analyzed by our evaluation group in the City of New Britain and in 13 Federally Qualified Health Centers in the Central and Southeastern parts of CT, to help monitor SNAP-Ed progress (<http://www.publichealth.uconn.edu/newbritainschool.html>).
Early childcare policy change: The project outlined in the 2015-2018 program plan was completed and a report will be part of the 2018 annual report.

Use of SNAP-Ed Evaluation Framework:

Husky Nutrition programs are multi-dimensional and partnered with PSE efforts. To some degree, each program targets changes in individual and organizational behavior while engaging individuals, organizations and partnerships to participate. As the program budget does not allow for in-depth evaluation of all programs at all levels, the *Husky Nutrition* evaluation team along with program leadership will formalize our logic model, timeline and evaluation strategy for each listed program. The logic model will include SNAP-Ed evaluation framework priority indicators at the individual and organization level. For this three-year proposal, on the individual level we will measure several intent and behavior change indicators for healthy eating (ST1 and MT2) and food resource management (ST2 & MT2). We will also measure change in readiness and capacity (ST5), as well as adoption of nutrition supports (MT5) within the ECE and food venue settings where we offer programs. In addition, we will keep close track of the quantity of our partnerships, the meeting and planning processes, and we will summarize our accomplishments (ST8). We would expect that we will amend our subsequent year plans to include more detailed measures for coordinated programs.

Coordination of Efforts

Husky Nutrition staff coordinate with and participate in various committees, councils, and work groups across CT to provide expertise and help influence systems and environmental change with regard to policies and implementation to improve diet quality, food access, and nutrition education to low-income and underserved populations in the state. Staff involvement with collaboration and capacity building help ensure that SNAP-Ed resources and planning are incorporated into various statewide and municipal policy initiatives. *Husky Nutrition* involvement with these groups occurs on a quarterly, monthly, or bi-monthly basis as directed by the committee chair or board. Following is a description of collaboration activities that align with *Husky Nutrition* as well as a table of other partnerships and initiatives that *Husky Nutrition* staff participate in regarding food, nutrition, and physical activity policy, systems, and environmental changes in CT. The plan describes initiatives where Husky Nutrition provides or may provide more extensive programming in the 2018-2021.

Website/Social Media Coordination of Efforts

SNAP4CT.org. aides in the coordination of SNAP-Ed contractor programs within Connecticut. The site provides a vehicle for posting and sharing of events and materials to SNAP-Ed eligible populations, program staff, and social service and health providers. Within the SNAP-Ed program, each contractor sends a list of planned activities at the beginning of each quarter to CT-DSS-SNAP, as well as posts all activities on a Google calendar that is on the www.SNAP4CT.org website. This events calendar updates immediately when SNAP-Ed contractors enter their information, allowing for real-time schedule changes and coordination with other contractors.

Although these postings greatly reduce program duplication and program dissemination, they do not address a need for deeper program coordination in service delivery, messaging, and evaluation. To address this opportunity, during FY 2019 the *Husky Nutrition* web/social media team with work with one of the SNAP-Ed contractors (CT-DPH) to strengthen the collaboration and work towards coordinating more messaging and increasing communications with the end user (SNAP participants). Towards the end of FY 2019 and through FY 2020, the team will continue these efforts with one additional contractor (*UConn Husky Sport*) with a concentrated effort on increasing communications with the targeted North End Promise Zone region. In FY 2021, an additional SNAP-Ed contractor will be added and participate in a strategic web communications initiative.

Healthy Hartford Hub

The Healthy Hartford Hub is a proposed mixed-use development site that will include a full-service grocery store alongside health-promoting services, and potential housing or office space. The proposed development will reside in Hartford's North End where residents of the Northeast Partnership area would most likely shop. The Hartford Foundation for Public

Giving has provided significant funding for this project. Invest Hartford completed a market and community needs assessment and discussions have started with a possible grocery retailer. The Hartford Food System is organizing a community advisory board that will direct the depth of *Husky Nutrition* involvement with the Healthy Hartford Hub. The location of this proposed development provides a great opportunity for *Husky Nutrition* to work closely with community partners and the new grocery store to better reach the high-risk population in the North End of Hartford with SNAP-Ed. The *Husky Nutrition* staff has initiated discussions with the Healthy Hartford Hub leadership and commits to providing services to this initiative. *Husky Nutrition* can play a significant role bringing SNAP-Ed to the store by implementing *Husky Smart Shopping* direct education for residents, serving as a resource, and coordinating additional program delivery with other CT SNAP-Ed contractors. If this involvement develops as proposed, then *Husky Nutrition* would submit an amendment to this plan that further describes the commitment.

SNAP-Ed and CDC-funded 1815 and 1807 Activities

The Center for Population Health, of which *Husky Nutrition* is a part, leads the evaluation of the current (CDC 1815) and (CDC – 1807) projects that focus on improving the health of Connecticut children and adults. As such, evaluation frameworks developed for the CT Department of Public Health programs that are integrated with SNAP-Ed will also be used by *Husky Nutrition*. In addition, Center for Population Health staff who implement the “Secrets of Baby Behavior” breastfeeding education program at work and healthcare sites are supervised by *Husky Nutrition* SNAP-Ed leadership.

Department of Social Services Unit on Aging and the City of Hartford

Husky Nutrition educators will implement nutrition education at the North and South End Senior Centers in Hartford (partially funded by the City of Hartford). *Husky Nutrition* educators will provide programs tailored to older adults at senior housing sites and retail food stores in conjunction with other PSE initiatives.

Other group initiatives that support food, nutrition, and physical activity changes with families and young children, and with whom *Husky Nutrition* staff share curriculum and approaches are listed in the table below.

Organization, Committee, Council, or Workgroup	Type of Involvement	<i>Husky Nutrition</i> staff involved
CDC1807 Grant “Secrets of Baby Behavior” Trainings with CT-DPH and WIC	Implementation Evaluation	S. Furbish, M. Belyea (<i>contract</i> dietitian – not funded by SNAP-Ed)
City of Hartford, Departments of	Implementation,	A. Ferris, S. Furbish

Organization, Committee, Council, or Workgroup	Type of Involvement	Husky Nutrition staff involved
Health and Human Services and Children, Families, Youth, and Recreation	Technical Assistance and Consulting Evaluation	
City of Hartford Food Policy Advisory Council	Attendee	S. Furbish
Connecticut Children's Medical Center - Hartford Childhood Wellness Alliance	Member, Advisory group	S. Furbish, A. Ferris,
Community Health Network of CT, Cooking Matters	Implementation	S. Furbish, C. Quesada (training team)
CT-DSS, Department of Social Services Unit on Aging	Implementation – training	C. Quesada
CT Early Childcare Food, Nutrition, and Physical Activity Planning Committee (CT-DPH organized) Continuance depends on receipt of CDC funding.	Member	E. Havens, A. Ferris,
CT Food System Alliance	Member	A. Ferris, S. Furbish
Foodshare	Coordinating SNAP4CT social media and programming	S. Coleman, K. O'Hare-Charles
Grow Windham	Coordinating programming and SNAP4CT.org dissemination	S. Coleman,
Hartford Food System	Coordinating programming, staffing, and funding Curriculum development	A. Ferris, S. Furbish
Opportunity Knocks Middletown	Coordinate programming and SNAP4CT.org dissemination	S. Furbish, C. Quesada

Organization, Committee, Council, or Workgroup	Type of Involvement	Husky Nutrition staff involved
2019 New Britain Health Department Obesity Study of Children Monitoring of Childhood Obesity and Health Issues.	Evaluation and Surveillance (not funded by SNAP-Ed)	D. Wakefield, E. Havens
University of Connecticut, Community Engaged Health Core Group	Members	A. Ferris, S. Furbish
University of Connecticut, Obesity research interest group	Member	A. Ferris
Voices for Healthy Kids, American Heart Association	Founding Partners	A. Ferris, S. Furbish

Consultation with Indian Tribal Organizations (ITOs): For each ITO in your state, please provide the following:

Name of the ITO: Mashantucket Pequot tribe

Name of the individual(s) contacted: There are existing tribal relationships among other Connecticut SNAP-Ed implementing agencies and the Mashantucket Pequot tribe. In an effort to best coordinate SNAP-Ed services, *Husky Nutrition* will work with the implementing agencies to identify areas of collaboration for delivering program and resources that meet the obesity prevention and nutrition education needs of the Mashantucket Pequot tribe.

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan: N/A

Name of the ITO: Mohegan Tribe of Indians of Connecticut

Name of the individual(s) contacted: There are existing tribal relationships between other Connecticut SNAP-Ed implementing agencies and the Mohegan Tribe of Indians of Connecticut. In an effort best coordinate SNAP-Ed services, *Husky Nutrition* will work with those implementing agencies to identify areas of collaboration for delivering programs and resources that meet the obesity prevention and nutrition education needs of the Mohegan Tribe of Indians of Connecticut.

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:
N/A

Template 3: SNAP-Ed Staffing Plan

Staffing

Project Name: Husky Nutrition UConn Health

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Director	.20 FTE	5%	Approach 2 – 60% Approach 3 – 35%	\$ 34,320.37
Assistant Director	.96 .95 FTE	30%	Approach 1 – 5% Approach 2 – 60% Approach 3 – 5 %	\$142,963.10 \$141,376.82
Nutrition Educator – Web/Social Media – RD	1.0 FTE	10%	Approach 1 – 55% Approach 2 – 35%	\$110,642.00
Nutrition Educator RD Quesada RD	1.0 .91 FTE	3%	Approach 1 – 62% Approach 2 – 35%	\$124,993.36 \$113,750.11
Nutrition Educator RD O'Hare	1.0 FTE	3%	Approach 1 – 62% Approach 2 – 35%	\$110,530.52 \$110,979.84
Nutrition Educator – Coleman Non-RD	1.0 FTE	15%	Approach 1 – 25% Approach 2 – 60%	\$124,993.36 \$125,000.12
Nutrition Educators – Per diem RDs	.288 .046 FTE	1%	Approach 1 – 99%	\$ 17,940.00 \$ 2,883.90
Nutrition Educator - Student	.43 .014 FTE	1%	Approach 1 – 99%	\$ 3,864.00 \$ 415.93

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Evaluation/Support – Havens	.534 FTE	100%	0%	\$109,507.10 \$74,925.62
Evaluation/Support – Wakefield	.02 FTE	100%	0%	\$ 4,920.33 \$ 1,968.13
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$784,674.14 \$605,620.84

1 FTE = 2080 Hours per year

SNAP Ed Related Job Duties

Director: (.20 FTE – 1 person at fringe rate 15%) responsible for grant coordination, partner relationships collaboration and capacity building, fiscal oversight, program integrity, PSE and evaluation.

Assistant Director: (.95 FTE – 1 person at fringe rate 59.9% from 10/1/20 to 6/3/21 and 62% from 6/4/21 to 9/30/21) coordinate the Husky Nutrition Programs providing daily program management, personnel supervision, training and ensuring program integrity, program reporting (EARS/quarterly and annual reports), as well as direct program delivery, coordination of programming and PSE at early care and education sites, collaboration in state capacity building with community groups, state and local leaders.

Nutrition Educators-RD: (1.91 FTE – 2 people at fringe rate 59.9% from 10/1/20 to 6/3/21 and 62% from 6/4/21 to 9/30/21) provide and coordinate direct education for the SNAP participants, active participant in parent engagement at WISH School with Husky Sport, SNAP4CT.org, assist and train non-RD nutrition educators; collaboration in state capacity building with the State and local leaders and PSE interventions with retail food outlets, scheduling and supervising per diem and student employees to support direct education.

Nutrition Educator-non RD: (1.0 FTE – 1 person at fringe rate 59.9% from 10/1/20 to 6/3/21 and 62% from 6/4/21 to 9/30/21) coordinate the delivery of direct programming for Husky Reads and Healthy Beverages, Husky Nutrition On-the-Go and Husky Healthy Shopping at retail stores and Farmers Markets by student nutrition educators.

Nutrition Educators per diem (RD): (.046 FTE at a fringe rate of 15%– a fluctuating number of professional educators) - provide direct delivery of nutrition education for Husky Reads, Husky Nutrition On the Go, Husky Smart Shopping and SNAP4CT.org.

Nutrition Educator – student: (1 person at .014 FTE a fluctuating number of student para-professional worker-at fringe rate 15%) to provide direct delivery of nutrition education for Husky Reads, Husky Nutrition On-the-Go, Husky Smart Shopping and SNAP4CT.org.

Evaluation / Support: (.554 FTE comprised of 1 person (E. Havens) for 12 months .534 FTE at fringe rate of 59.9% from 10/1/20 to 6/3/21 and 62% from 6/4/21 to 9/30/21 and 1 person (Wakefield) .02 FTE – for 12 months at fringe rate 15%). Responsible for program evaluation framework, instrument development, data analysis, EARS database management and report writing.

FTE Basis: Full-time equivalents are calculated using the standard of 2080 hours worked per year (8 hours per day x 5 days per week x 52 weeks per year.)

Salary & Fringe

Project Title: Husky Nutrition Programs at UConn Health
DIRECT PROGRAM STAFF – Fiscal Year 2021

(a) Program Salaries

<u>Position/Name</u>	<u>Annual Salary</u>	<u>No. of Persons</u>	<u>% funded in this contract (FTE)</u>	<u>Salary</u>
Director/Ferris	\$149,219.00	1	.20	\$29,843.80
Asst Director/Furbish	\$92,663.58	1	.95	\$88,030.40
Nut Ed RD/ Quesada	\$77,833.20	1	.91	\$70,828.21
Nut Ed non-RD/Coleman	\$77,833.20	1	1.00	\$77,833.20
Nutr Ed RD/O'Hare	\$69,103.26	1	1.00	\$69,103.26
Eval Support/Havens	\$87,366.21	1	.534	\$46,653.56
Eval Support/Wakefield	\$85,571.00	1	.02	\$1,711.42
Per diem RD	\$54,516.13	tbd	.046	\$ 2,507.74
Dana Purcell – student	\$25,834.00	1	.014	\$ 361.68
Total program Salary amount from section (a)				\$386,873.27
Minus carry-over used in Q1 for salaries				\$ 80,294.02
Total salaries for FY 2021 funds				\$306,579.25

b) Program Fringe Benefits

<u>Position/Name</u>	<u>Fringe %</u>	<u>Total Fringe</u>
Director/Ferris	15%	\$4,476.57
Asst Director/Furbish	60.6%	\$53,346.42
Nut Ed RD/Quesada	60.6%	\$42,921.90
Nut Ed non-RD/Coleman	60.6%	\$47,166.92
Nut Ed RD/O'Hare	60.6%	\$41,876.58
Eval Support/Havens	60.6%	\$28,272.06
Eval Support/Wakefield	15%	\$ 256.71
Per diem RD/tbn	15%	\$ 376.16
Dana Purcell – student worker	15%	\$ 54.25
Total Fringe amount combined from section (b)		\$ 218,747.57
Minus carry-over used in Q1 for salaries		\$ 48,287.32
Total Fringe for FY 2021 funds		\$ 170,460.25

Total Program Salary and Fringe

(total amount from section (a) & (b) combined)	\$605,620.84
Minus Carryover from FY 2020 which paid the Q1 salaries	\$128,581.34
	\$477,039.50

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee: UConn Health *Husky Nutrition*

Total Federal funding, grant:

Fiscal Year 2021 - \$924,285 + Carry-over \$166,060.06

Description of services and/or products:

The *Husky Nutrition* programs, SNAP-Ed programs managed by UConn Health, engage Connecticut residents living in poverty in food, nutrition, and physical activity programming, policy development, environmental change, and evaluation (<http://publichealth.uconn.edu>). This plan outlines the individual program initiatives to reduce obesity and chronic disease with particular focus on reaching families of young children in early childcare and food retail sites with our direct education program efforts and to support, not only our programs, but the state-wide SNAP-Ed education efforts with the SNAP4CT.org social media platform.

Husky Nutrition program educators and staff will deliver direct nutrition education (Approach One) to individuals and groups of SNAP recipients and eligible in Connecticut in conjunction with multi-level PSE interventions and collaborations (Approaches Two and Three) with targeted complementary community sites and organizations. Educators and staff will conduct program evaluation, and utilize community and public health approaches to work with early care and education sites, food retailers, statewide and municipal leaders to improve nutrition for the public at large. Specific details of the plan are outlined in the *Husky Nutrition* Program Plan.

Cost of specific services and/or products:

Fiscal Year 2021 - \$924,285 + Carry-over \$166,060.06

Section B. Project Costs

Federal Fiscal Year: 2021

State: CT

Sub-grantee Name: UConn Health Husky Nutrition

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	\$128,581.34	\$477,039.50	
Contracts/Sub-Grants/Agreements		\$258,515.91	
Purchased services		\$ 24,503.42	
Nutrition Education Materials	\$ 3,212.36	\$ 17,318.21	
Travel		\$ 6,463.75	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions		\$ 1,000.00	
Total Direct Costs	\$131,793.70	\$784,840.79	
Indirect Costs* (Indirect Cost Rate=26%)	\$ 34,266.36	\$139,444.21*	
Total Federal Funds	\$166,060.06		
			Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$924,285.00	Leave blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$1,090,345.06	

*IDC calculated at 26% of Modified Total Direct Costs(MTDC).

MTDC = direct costs minus the total balances of the sub-awards to UConn Storrs Husky Sport. (\$784,840.79 - \$56,185 - \$ 192,331.91 = \$536,323.88.) UConn Health agrees to waive IDC charge on the first \$25K of the subaward/consortium costs

Digitally signed by Tracy M.

Signature of Responsible Official: **Tracy M. Root**

Date: **5/24/2021**

Budget narrative:

Salary/Benefits: \$605,620.84

Director: (.20 FTE – 1 person at fringe rate 15%) responsible for grant coordination, partner relationships collaboration and capacity building, fiscal oversight, program integrity, PSE and evaluation.

Assistant Director: (.95 FTE – 1 person at fringe rate 59.9% from 10/1/20 to 6/3/21 and 62% from 6/4/21 to 9/30/21) coordinate the Husky Nutrition Programs providing daily program management, personnel supervision, training and ensuring program integrity, program reporting (EARS/quarterly and annual reports), as well as direct program delivery, coordination of programming and PSE at early care and education sites, collaboration in state capacity building with community groups, state and local leaders.

Nutrition Educators-RD: (1.91 FTE – 2 people at fringe rate 59.9% from 10/1/20 to 6/3/21 and 62% from 6/4/21 to 9/30/21) provide and coordinate direct education for the SNAP participants, active participant in parent engagement at WISH School with Husky Sport, SNAP4CT.org, assist and train non-RD nutrition educators; collaboration in state capacity building with the State and local leaders and PSE interventions with retail food outlets, scheduling and supervising per diem and student employees to support direct education.

Nutrition Educator-non RD: (1.0 FTE – 1 person at fringe rate 59.9% from 10/1/20 to 6/3/21 and 62% from 6/4/21 to 9/30/21) coordinate the delivery of direct programming for Husky Reads and Healthy Beverages, Husky Nutrition On-the-Go and Husky Healthy Shopping at retail stores and Farmers Markets by student nutrition educators.

Nutrition Educators per diem (RD): (.046 FTE at a fringe rate of 15%– a fluctuating number of professional educators) - provide direct delivery of nutrition education for Husky Reads, Husky Nutrition On the Go, Husky Smart Shopping and SNAP4CT.org.

Nutrition Educator – student: (1 person at .014 FTE a fluctuating number of student para-professional worker-at fringe rate 15%) to provide direct delivery of nutrition education for Husky Reads, Husky Nutrition On-the-Go, Husky Smart Shopping and SNAP4CT.org.

Evaluation / Support: (.554 FTE comprised of 1 person (E. Havens) for 12 months .534 FTE at fringe rate of 59.9% from 10/1/20 to 6/3/21 and 62% from 6/4/21 to 9/30/21

and 1 person (Wakefield) .02 FTE – for 12 months at fringe rate 15%). Responsible for program evaluation framework, instrument development, data analysis, EARs database management and report writing.

FTE Basis: Full-time equivalents are calculated using the standard of 2080 hours worked per year (8 hours per day x 5 days per week x 52 weeks per year.)

Contracts/Sub-Grants/Agreements: \$258,515.91

Sub Contract to Hartford Food Systems: \$9,999

Husky Nutrition Programs will sub-contract to Hartford Food System to conduct the Little City Sprouts program at preschools within the City of Hartford. Sub-contract will include:

- Program Leader— 290 hours @ \$28.50/hour= \$8,265
Total Personnel costs = \$8,265
- Supplies and materials for 25 sessions, (\$26/session for up to 25 children) \$650
- Virtual CATCH Curriculum Subscription: \$30
- Technology to provide distance learning lessons (\$600 - one 2-in-1 laptop for educator, \$250 - one tablet for classroom, \$100 - one portable projector) \$950
- Mileage Reimbursement at the Federal allowable rate of \$.575 for 180.87 miles (based on historical travel) totaling \$104

Total Other costs= \$1,734

Total Direct Costs= \$9,999

Sub Contract #1 to UConn Husky Sport: \$56,185

Husky Nutrition will sub-contract to UConn Husky Sport for student labor to support programming during the spring semester and summer Husky Scholars program. Sub-contract will include 3,183.1 labor hours at an hourly rate of \$13.00 and fringe rate of 2.6% -

Student labor hours of 3,183.1 @ \$13.00/hour = \$ 41,380.30

Fringe benefits of 2.6% = \$ 1,075.89

10 hour per week GA from August 23, 2021 to September 30, 2021

Salary for 2.9 pay periods = \$1,843.79*

Fringe benefits at 15.8% = \$291.32*

*Salary and fringe information was provided by the Office of the Vice President of Research from UConn Storrs as of June 19, 2020 revised March 2021.

Total salaries and fringe = \$44,591

Indirect costs at 26% = \$ 11,594

Total contract = \$ 56,185

Sub Contract #2 to UConn Husky Sport: \$192,331.91

Salary and Fringe **

- McGarry (PI) - \$21,308.32 Oversees Husky Sport Directors Team and organizational mission and working in conjunction with Husky Nutrition leadership on the transition to one Husky organization
- Evanovich (Co-PI) - \$10,635.60 Manages program operations including working with community-based partners to develop in-person curriculum and deliver lessons and activities; works with Communications and Production team; supervision and on-boarding of new Communications hire
- DeRosa - \$ 10,190.44 Supervises education programs and professional development during the transition to one Husky organization
- Web Social Media – to be hired April 2021 - \$34,398.66
- Condren - \$ 9,019.29 Manages Husky virtual programming and supports production as part of the Communication and Production team.
- 1 Graduate Assistant Level 1 - \$11,285.04 Develop and deliver nutrition education and physical activity programming to SNAP-Ed eligible children and families.
- 1 Graduate Assistants Level 3 - \$2,933.52 Develop and deliver professional development in support of nutrition education and physical activity programming to SNAP-Ed eligible children and families.
- Undergraduate student labor (5 students at \$13.60/hr for 9 weeks @ 25 hrs per week) to support social media/online education; impact/evaluation; staff/student development; direct education programming - \$15,697.80. Support work of staff and graduate assistants to develop and deliver nutrition education and physical activity programming
- Per diem special payroll staff to support social media/on-line education \$18,650.70 – 1 person @ 10 hrs/week for 21 weeks at \$30/hr and 1 person at 15 hrs/week for 20 weeks at \$30/hr both at a fringe rate of 21.9%.

** Time and efforts for all staff will be maintained with the Husky Nutrition time and efforts reporting at year end.

Total Salaries and Fringe: \$134,116.87 \$134,119.37

- Equipment: 1 desktop (Condren) and 1 laptop with docking station (new hire): \$6,800

- Publication/web production costs: \$3,000 for support from UConn Web Development Office for transfer of SNAP4CT website from Weebly to Word Press

Consulting Services (Carrie Graham Learning Solutions): \$6,000 (\$250/hr for 24 hours) for consulting services to provide support for transition to one Husky organization with attention to equitable organizational culture and practices by completing a Racial Equity Analysis -- Given that Husky Nutrition delivers programs in sites with participants who are Black and Latino as is Husky Sport staff with whom we work, and that our leadership team are majority White, we believe that we can be better and deliver SNAP-Ed programs with a more effective equity lens.

- Community Outreach Van rental plus fuel: \$2,725
 - Rental charge for two 7-passenger vans from July – August (4 weeks) based at \$556.25 per week (includes fuel charge) – (\$2,225) fuel of \$100 per month for 5 months and \$100 for 1 month (\$500) – Total transportation costs are (\$2,725)

Total Direct Costs = \$152,644.37

Indirect Costs at 26% = \$39,687.54

Total Sub-contract = \$192,331.91

Non-capital equipment/office supplies - Purchased services: \$24,503.42

- Adobe Creative Cloud subscription (\$200 per year) for snap4ct.org website development
- Weebly web hosting (\$253 year)
- Weebly Grow package (\$300 year)
- WordPress subscription (\$180.00)
- Mail Chimp (\$120.00)
- Google Ad Words search engine optimization, Facebook boosts, Instagram boosts and You Tube Boost at \$1,250 per month (\$14,100)
- Printing costs from Staples recipes/handouts/SNAP4CT video QR code materials for FoodShare Covid distributions \$5,500
- Google Suite Admin package (\$150 per year)
- Hootsuite for newsletter creation and for scheduling posts on social media (\$127 per year)
- Lynda.com training platform for social media and web creation (\$240.00 per year)
- Instagram links - LinkMyPhoto (\$60 per year)
- secure records storage at Iron Mountain (\$84 per year)
- postage (\$75)

- equipment maintenance, IT charges for back-up and MPS/telecommunications charges (\$1,740)
- Data plans for 3 iPads and one cell phone (\$1,374.42)

Nutrition Education Materials: \$20,530.57

- Food and paper goods/food safety gloves, aprons for food tastings to support Husky Reads in preschools, food demonstration costs at parent workshops and Husky Smart Shopping (\$6,600)
- Incentives for health fairs, farmers markets, Husky Smart Shopping and Husky Reads direct education, Husky Nutrition On-the-Go at Preschools (\$4,856.50)
- Nutrition Education materials, stationary supplies and supplies for reproduction of educational materials to support programs collaborating sites and for promotion of SNAP4CT website to SNAP participants (\$2,052.93)
- Bi-annual staff professional development for speaker and food (\$400)
- ESHA Food Processor for nutrient/recipe analysis (\$500)
- Personal Protective Equipment for Covid 19: includes disposable PPE – procedure masks for participants who come to educational programs and do not have one (qty 600), latex gloves (1 boxes per month), sanitizing wipes and hand sanitizer (\$167.42)
- Will be in the Sub-contract #2 to Husky Sport to support the Social media new hire at the Storrs campus.
- Audio/visual equipment to support on-line live streaming and video production for direct education and web/social media. Includes earbuds with microphone for staff and students doing production, iPad and iPhone tripod stands with ring lights, 2 studio frames and back-drops, 2 stools, 1 desktop monitor, 2 laptop stands, 1 62" tripod for iPad and 1 62" tripod for iPhone (\$2,741.35)
- Shopping bags incentives with the SNAP4CT logo (1830 @ \$1.75 each) \$3,202.50 and 1 set of plush veggie puppets \$9.87.

Travel: \$6,463.75

In-State Travel: \$1,753.75

In-state travel to reimburse staff for work-related round-trip travel to community sites for nutrition education programming and for meetings with municipal, state and local community partners for capacity building and policy change efforts. Current estimations based on travel history: 3,050 miles @ 0.575 /mi.

Van Rental \$3,735

One van rental is through CT Dept. of Administrative Services is \$117 per month from October 2020 to February 2021 and \$450/month from March 2021 to September 2021 (\$3,735).

This expense is being shifted to the new sub-award to UConn Husky Sport for administrative efficiency since these vans are owned and operated from the UConn Storrs Department of Student Activities – Community Outreach Programs, Services and Initiatives.

Out-of-State Travel: \$975.00

Registration fees for 3 people to attend the annual Society of Nutrition Education and Behavior Virtual Conference streaming from New Orleans, LA, August 7 - 10, 2021. Since no travel is being allocated, the reduced overall cost of travel will allow for 3 RD Nutrition educators attend the conference to be able to hear and share first-hand experience with delivery of nutrition education and other best practices for on-line nutrition education during the past year. It will be imperative for staff to gain knowledge on best practices to integrate Covid adaptations while also integrating in-person education as restrictions are lifted.

Registration: \$975,

Building space lease or rental: N/A

Cost of publicly-owned building space: N/A

Maintenance and repair: N/A

Institutional Membership: \$1,000

Membership to the Society for Nutrition Education and Behavior (SNEB) for RDs in order to participate in webinars and discussion groups and to share or learn about best practices for providing Nutrition Education and PSE related activities as they pertain to the SNAP population and communities served (\$1,000).

Equipment and other capital expenditures: N/A

Total direct costs: \$916,634.49

Total modified direct costs (TMDC): \$668,117.58

Total indirect costs: \$139,444.21 (FY 2021)* + \$34,266.36 (carry-over)

*IDC calculated at 26% of Total Modified Direct Costs (TMDC).

TMDC = direct costs minus the total balances of the sub-awards to UConn Storrs Husky Sport. (\$784,840.79 - \$56,185 - \$ 192,331.91 = \$536,323.88)

Total federal funds: \$1,090,345.06

Estimated funds unobligated balances (carry-over) from current FY to next FY, if any: \$166,060.06

Total federal funds including unobligated balance from previous FY: \$1,090,345.06

Section C. Travel

In-State Travel

Travel Purpose:

Nutrition educators and staff travel within Connecticut to deliver direct nutrition education at community sites, to meet with community sites to conduct policy review and to do physical site assessments, and to attend meetings with state, municipal and local community leaders for policy/systems/environmental (PSE) change initiatives to support achievement of the State SNAP-Ed goals and objectives.

Travel within CT is required in order for nutrition educators and staff to complete work directly associated with achievement of the SNAP-Ed goals and objectives. Round trip travel reimbursement will occur for business-related expenses supporting direct education, PSE change initiatives, attending meetings for collaboration and state partnership and capacity building activities.

Travel destination (city, town or county or indicate local travel):

Local travel from Husky Nutrition offices in Farmington, Hartford, Storrs and Norwich/New London to the community sites for direct programming and PSE efforts and to meetings with collaborators and DSS within CT.

Number of staff traveling:

Five (5) Husky Nutrition staff (Director, Assistant Director, 4-3 Community Based Nutrition Educators (RD and non-RD), 1 Evaluation/Support staff) and 1 per diem RD and non-RD nutrition educators. Total estimated travel within CT is 3,050 miles per year.

Husky Nutrition rents three (1) van used for additional travel throughout the year to transport the per diem and non-RD nutrition educators to and from community sites where educators conduct direct nutrition. Two of the original 3 vans rented from the Department of Student Activities - Community Outreach Services and Initiatives Programs, will now be rented from the UConn Husky Sport sub-contract #2.

Cost of travel for this purpose:

Mileage Reimbursement \$1,753.75

In state travel reimburses staff for work-related round-trip travel to community sites for nutrition education programming and for meetings with municipal, state and local community partners for capacity building and policy change efforts. Total estimated travel (based on historical data) within CT is for 3,050 miles @ 0.575/mile.

Van Rental: \$3,735

One van rental is through CT Dept. of Administrative Services is \$117 per month from October 2020 to February 2021 and \$450/month from March 2021 to September 2021 (\$3,735)

These two vans rented from the Department of Student Activities - Community Outreach Services and Initiatives Programs, will now be rented from the UConn Husky Sport sub-contract #2.

Total In-State Travel Cost: \$5,488.75

Out-of-State Travel: \$975.00

Travel Purpose: Justification of need for travel, including how attendance will benefit SNAP-Ed

Out of state travel funds are being requested for three (3) staff members to virtually attend and be an active participant at the Society of Nutrition Education and Behavior Virtual annual conference to be held in streamed live from New Orleans, LA, August 7 -

10, 2021. Since no actual travel is associated with this request, the overall expense reduction on this line item is \$1,146. The annual meeting and conference provide the most prominent opportunities for presentation of new program initiatives in food, nutrition and physical activity promotion and sharing best practices for promoting behavior changes.

This meeting will provide an opportunity to gain valuable insight into best practices for evidence-based interventions in the arena of nutrition education and physical activity promotion for obesity prevention particularly as it relates to Covid adaptations for both live-streaming and video interventions and the associated impact and evaluation efforts.

See the program agenda from the 2020 Annual conference as an example of the sessions offered at the conference as the 2021 agenda is not yet available. The agenda may be found at this link: <https://www.sneb.org/schedule> .

Travel destination (city and State):

The *Husky Nutrition Programs'* staff member will actively participate in the meeting (presentation and/or poster presentation) to share our evidence-based curriculum and evaluation of the direct education programs and PSE efforts with other nutrition education professionals. As well, participation will provide opportunities for us to gain insight into other proven methods and best practices of successful education and policy and systems advocacy to assist with our achievement of the State SNAP Ed goals and objectives.

Number of staff traveling:

4 3 attending but no travel required due to the virtual live streaming.

Cost of travel for this purpose:

Registration: \$975,

Total Out-of-State Travel Cost: \$975.00

Section B. Project Costs

Federal Fiscal Year: 2021

State: CT

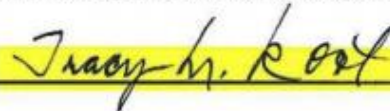
Sub-grantee Name: UConn Health Husky Nutrition

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non- Federal Support
Salary/Benefits	\$128,581.34	\$477,039.50	
Contracts/Sub-Grants/Agreements		\$258,515.91	
Purchased services		\$ 24,503.42	
Nutrition Education Materials	\$ 3,212.36	\$ 17,318.21	
Travel		\$ 6,463.75	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions		\$ 1,000.00	
Total Direct Costs	\$131,793.70	\$784,840.79	
Indirect Costs* (Indirect Cost Rate=26%)	\$ 34,266.36	\$139,444.21*	
Total Federal Funds	\$166,060.06		
			Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$924,285.00	Leave blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$1,090,345.06	

*IDC calculated at 26% of Modified Total Direct Costs(MTDC).

MTDC = direct costs minus the total balances of the sub-awards to UConn Storrs Husky Sport. (\$784,840.79 - \$56,185 - \$ 192,331.91 = \$536,323.88.) UConn Health agrees to waive IDC charge on the first \$25K of the subaward/consortium costs

Signature of Responsible Official:



Date: 5/24/2021

Project 5 - Husky Sport

Opening Statement - Husky Sport shifts to accommodate working partnerships as a result of COVID-19 global pandemic

As public health issues from the COVID-19 global pandemic continue to unfold, leading to major lifestyle shifts to ensure safety protocols, such as social distancing and mask-wearing, Husky Sport and our partners in the City of Hartford and at the University of Connecticut have been and will continue to navigate an uncertain and often-changing environment. Loss and illness of family, friends, and co-workers is a part of the everyday realities being faced across our immediate communities and as part of our working partnerships. At the same time, Husky Sport and our partners are also facing an unexpected loss of time, stability, and availability that has contributed to shifts in our traditional opportunities for direct education.

School district leaders are being forced to create policies and implement new procedures on the fly. These changes, and more, then land on school building leaders to implement and adapt. And of course, students, families, and teachers are trying to make things work on their levels every day. The number of students and staff attending school Wish School will be drastically reduced as public health and safety are prioritized. Virtual school structures are being built in real time, with varying levels of resources, access, and familiarity with technology combining for very real challenges. As a trusted, long standing partner with Fred D. Wish School, Husky Sport will continue to communicate and work to support students, families, and teachers in the coming year, while remaining flexible with evolving public health realities and major shifts in our modes of engagement.

Another example of major changes in partnership capacity can be viewed with Husky Sport's sustained afterschool and weekend partners. The Hartford Catholic Worker and North End Salvation Army made the decision to fully close their physical spaces during the spring and summer of 2020. The Village for Children and Families shut down much of their operation for the end of the 2019-20 school year, but is working in partnership to re-open in alignment with Wish School plans for the 2020-21 school year.

Our partners' plans to prioritize child, staff, and community safety and health will inform Husky Sport's decisions on in-person and virtual programming. We deeply feel how our out-of-school time partners are struggling with lack of funds, training, equipment, and the capacity to launch virtual programs. The coordination of participant enrollment and successful participation in virtual-only programs seems to be an enormous challenge that has never been faced by these organizations before. Husky Sport's partners have made important shifts to finding ways to support immediate and growing needs for youth, families, and community members in the areas of food and shelter security. We

continue to engage in communication for updates and planning with hopes for relaunching in-person programs when the time is right and with community safety remaining a premium.

Traditionally, Husky Sport has 60+ scheduled program sessions per week at Wish School. We have been present at 3 after school and weekend sites, 6 days per week, for over a decade. This year, at least for the foreseeable future, we will have to shift to fully virtual engagement and zero in-person program sessions. Only when vaccinations ramp up and public health is secure will we be able to entertain the possibility of Husky Sport staff and students returning for in person engagement during the 2020-2021 grant cycle. This decision has been made in partnership with staff at Wish School and in conjunction with Hartford Public Schools, Hartford-based partners, and the University of Connecticut guidelines. Hartford Public Schools will begin the 2020-21 academic year completely virtual, and is entertaining a delayed start to the school year altogether. UConn will deliver the majority of its courses online for the Fall semester, with only a small percentage of students permitted to live on-campus. The spring semester could prove to look similarly unless there is a major shift in COVID cases and vaccine development. Husky Sport will continue to communicate and work to support students, families, and teachers in the coming year, while remaining flexible in response to evolving public health realities. We plan for, and will continue to prepare for, shifts in the modes and scale of our direct education.

Husky Sport will invest in additional professional development and training to empower staff members to deliver high-quality and relevant virtual programs. We will invest in staff skills to facilitate live engagement sessions with students, families, teachers, and partners via multiple different online platforms (i.e., Zoom, Google Classroom, WebEx) as partners identify and improve upon their respective structures and practices. We will also be adding staff support through our Production Team who will support virtual curriculum adaptations, development, and delivery. Given what we know from the spring and summer of 2020, we will plan and deliver nutrition education and physical activity curriculum that will be adaptable for participants to engage within multiple different physical spaces (i.e., from their home, their classroom with little space to move, a gymnasium with more space). We will adapt evaluation and assessment protocols making use of new and available software (i.e., Peardeck, Kahoot, JamBoard, Google Forms) that ensures we are still hearing from participants and partners to evaluate curricula and make improvements with our engagement and curriculum delivery in this new virtual space.

We are hopeful for a safe return to in-person engagement when possible and will maintain communication to prepare for shifts in options for SNAP-Ed Husky Sport program planning, delivery, and evaluation throughout the 2020-2021 grant cycle.

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Reporting progress on state-level goals and objectives

Husky Sport will continue to collect data as outlined in the original FY19-21 plan. We will use pre-post surveys and focus groups with youth and survey and focus groups with teachers/school and community partner staff, while planning to do so as part of our overall shift to fully virtual engagement that prioritizes health and safety as we navigate the COVID-19 global pandemic. Our goal is to collect data before (pre) and after (post) each themed cycle using virtual tools (Peardeck, Kahoot, JamBoard, Google Forms), and focus groups and surveys at the mid-year and end of year points to ensure that we hear stakeholder voices and work to continuously improve our collaborative partnerships and programs. All findings will be shared with community partners and SNAP-Ed IAs to inform continuous program implementation improvement.

Administrative costs are managed by certified personnel and guidelines outlined by UConn's Sponsored Program Services and the Neag School of Education.

Related State Objective(s):

At the end of each SNAP-Ed Program year, an additional 10% of SNAP-Ed participants will demonstrate increased knowledge about making healthy food choices in accordance with the Dietary Guidelines for Americans 2015 including one or more of the following:

- 1.1 Increase reported whole fruit consumption by at least one-half portion,
- 1.2 Increase reported vegetable consumption by at least one-half portion,
- 1.3 Increase reported consumption of whole grains and decrease reported consumption of refined grains,
- 1.4 Increase reported consumption of fat-free or low-fat dairy, including milk, yogurt, cheese, and/or fortified dairy alternatives and a decrease reported consumption of full fat dairy or dairy alternative,
- 1.5 Decrease reported consumption of saturated fat by exchanging one serving of food high in saturated fat for a lower saturated fat option,
- 1.6 Decrease reported consumption of salt and sodium containing foods

1.7 Decrease reported sugar-sweetened beverages (SSB) consumption by substituting water for at least one SSB selection per day, Match DGA – Decrease reported consumption of added sugars?

1.8 Demonstrate increased knowledge and skills about selecting healthy foods as demonstrated by at least one of the following activities: label reading and/or identification of healthy food choices from an array of foods,

1.9 Demonstrate increased knowledge and skills about preparing healthy foods by at least one of the following activities: ability to read and follow directions on a recipe, ability to describe how to properly clean and store fresh produce, and/or demonstration of newly acquired cooking skills that include substituting healthier ingredients in recipes.

Objective 2: Increase physical activity among population groups who are receiving or eligible to receive SNAP benefits.

At the end of each SNAP-Ed Program year, an additional 10% of SNAP-Ed participants will demonstrate increased knowledge and application of that knowledge with regard to physical activity including one or more of the following:

2.1 Demonstrate increased knowledge about recommended levels and health benefits of physical activity.

2.2 Report practices utilized to increase daily physical activity.

Objective 3: Support comprehensive, multi-level interventions and community and public health approaches to shape and facilitate healthy food and physical activity choices among those receiving or eligible to receive SNAP benefits.

At the end of each SNAP-Ed program year,

3.1 SNAP-Ed contractors will support coordinated systems planning and will integrate program activities into at least one additional neighborhood, municipality, agency, or statewide health promotion initiative.

3.2 SNAP-Ed contractors will develop and execute a coordinated program with at least one additional federally funded program (e.g. Commodity Foods, Child Nutrition Programs, Farmer's Market and retail incentive programs, WIC, CDC)

3.5 SNAP-Ed contractors will provide training on the development and delivery of culturally appropriate, evidence-based food, nutrition, and physical activity education to at least five additional provider groups (e.g. Area Agency on Aging resource coordinators, early childcare staff, teachers).

Audience:

*All programs based at Fred D. Wish School as Husky Sport partnerships are projecting limited in-person engagement into the foreseeable future of FY21.

UConn Husky Sport	SNAP Target Audience(s)
Ready, Set, Read!	
Wish School, grades Pre K-2	Youth ages 4-7, family members, and classroom teachers
Husky Growth	
Wish School, grades 3-5	Youth ages 8-10, family members, and classroom teachers
Husky Move	
Wish School, grades Pre K-5	Youth ages 4-10, family members, and classroom teachers
School Culture of Health	
Wish School, grades Pre K-5	Youth ages 4-10
Families with School Culture of Health	

Wish School, Family members of grades Pre K-5	Adult family members of youth ages 4-10
After School Programs	
<p>Hartford Catholic Worker, Wish School Programs (The Village for Families and Children)</p> <p>*After School Program partners are projecting limited in-person engagement into the foreseeable future of FY21.</p>	Youth ages 5-18
Saturday Program	
<p>Hartford Catholic Worker and Salvation Army</p> <p>*Saturday Program partners are projecting limited in-person engagement into the foreseeable future of FY21.</p>	Youth ages 5-18
Professional Development	
<p>Storrs, CT and Hartford, CT</p> <p>*Husky Sport Professional Development, in adherence with University of Connecticut and City of Hartford health and safety protocols, will occur virtually into the foreseeable future of FY21. We will center professional development structures that support staff, student, and partner preparation and execution of SNAP-Ed Husky Sport programs.</p>	Husky Sport professional and student staff

Food and Activity Environments:

Youth at the school and community-based organizations in which Husky Sport operates are in the North End neighborhoods of Hartford. In 2019-2020 (FY20), Fred D. Wish Museum School, where Husky Sport currently operates, restructured to a Pre-K - 5 elementary school. The student population at Wish School decreased 100 students to just over 300. We expect Wish enrollment to be close to 330 students for the 2020-21 school year, however the student population may possibly decrease due to COVID-19 state and school mandates.

We report both the Wish School demographics and those for the North East Neighborhood (06120) as a whole to encompass both the school population as well as youth who attend after school and weekend programs who do not attend Wish School. Those demographics are as follows:

Wish School (<http://edsight.ct.gov/Output/School>)

Black or African American	36.9%
Latino	61%
Eligible for Free/Reduced Lunch	92%

North East Neighborhood (06120)(<http://www.city-data.com/zip/06120.html>)

Black or African American	56.7%
Latino	38.5%
Mean Household Income	\$22,532

Projections of how those numbers will be distributed by grade level will be determined in the FY21 narrative outlined below.

Description of projects/intervention: project/intervention title:

As outlined in our introductory statement, the style and scope of engagement for each program below will be adjusted as we support partners' capacity to host people, programs, and partners (such as Husky Sport) safely.

While shifting to fully virtual for the foreseeable future and with an adjusted scale that aligns with partner capacity and public health protocols, Husky Sport programs will include the following programs: Ready, Set, Read!, Husky Growth, Husky Move, School Culture of Health, Families with School Culture of Health, Afterschool Programs, Saturday Programs, and Professional Development.

The key messages used by Husky Sport focus on promoting healthy lifestyles for school-aged youth keeping in mind the barriers that exist for finding food that are affordable, convenient and nutritious as well as encouraging increased physical activity.

1. Ready, Set, Read! — Ready, Set, Read! is entering its 12th year. It is modeled after programs like Scholastic's [Read and Rise](#) that aim to bring families and community members into schools to support youth literacy development. Husky Sport also works closely with school curriculum specialists and teachers to select appropriate books and plan activities.

During the 2020-2021 academic year, Husky Sport will again focus reading efforts with one school in grades Pre-K to 2. Once per week for 30 minutes, students and classroom teachers will join Husky Sport virtually (shifting to online only engagement due to Covid-19) to participate in a live lesson which includes a read aloud of a specific book that promotes positive nutritional choices and/or emphasizes physical activity, followed by a activity that engages students in physical activity and movement. For example, during our dance themed cycle we will read the book "Ready to Fly" by Sylvia Townsend - which is a lively picture book that showcases a young Sylvia Townsend learning & mastering ballet through books, television, practice and teaching others. To reinforce the physical activity theme of dance, students will not only be able to join Sylvia Townsend in pliés and relevés (ballet dance moves) during the book, they will also engage in a Husky Sport "So You Think You Can Dance" slideshow that challenges students to learn dances from popular dance styles like Jazz, Ballet, Contemporary & Hip Hop, ending the lesson with a fun freeze dance party that gets students moving and their heart rates pumping. Husky Sport selects books according to the connections to physical activities and nutrition concepts (available [here](#)).

Youth contacts for Ready, Set, Read! is 3,718 per year (11 classrooms with a total of 169 students over 22 weeks of the academic year). SNAP-Ed funds one 100% full-time professional staff member (Bellamy-Mathis) to coordinate the Ready, Set, Read! Program, as well as partial time from one full time graduate assistant (Mata) and two

part time graduate assistants (Duhart & Perez) for program delivery. Responsibilities for Patricia's position include: communication with teachers, administrators and parents, managing the development of the Ready, Set, Read! Program curriculum and working with the Production Team in preparing virtual curriculum, facilitating scheduling of lessons, supervising part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of Ready, Set, Read! SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies (including books).

2. Husky Growth — The Husky Sport Husky Growth Program is entering its 12th year in the Hartford Public Schools.

The Husky Growth curriculum is collaboratively planned between Husky Sport staff and the school curriculum specialists and teachers. Activities align with common core curriculum ([Common Core for Physical Education](#); [Connecticut State Department of Education Physical Education Guidelines](#)).

During the 2020-2021 academic year, Husky Sport staff members will be joined virtually by students and teachers in grades 3-5, once per week for 30 minutes of Husky Growth programming. The 30-minute live virtual session will follow a 3-4-week cycle around specific physical activity and nutrition themes that promote and reinforce healthy nutritional choices and engage students in specific interactive physical activities that can be done comfortably with limited space, whether in the home or in the classroom setting.

For example - nutrition theme dairy

- Week 1: Students will be introduced to the nutrition theme, learning about foods that fit that MyPlate category and the benefits of eating those foods.
- Week 2: Will focus on making healthy choices. Students will engage in a 'This or That' video that encourages students to make the healthier choice between two dairy items that are compared to one another (i.e., making the healthier choice between two dairy snacks of Go-gurt or string cheese. See sample video: <https://www.youtube.com/watch?v=0S58Y5qpZZM>
- Week 3: Students will learn about dairy alternatives that are helpful for people who are allergic to dairy or who are lactose intolerant.
- Week 4: Students will engage in a Peardeck evaluation that allows students to individually showcase their gained knowledge of the dairy section, which includes: identifying foods in the dairy section, sharing benefits of eating foods or substitutes in the dairy section and selecting the healthier food choices in the dairy section.

For example - physical activity theme volleyball

- Week 1: Students will learn a foundational movement for volleyball via an instructional video produced by the Husky Sport Production Team. See sample video: <https://youtu.be/FV1Bv7IZbqE>
- Week 2: Students will engage in a 'This or That' video that encourages students to make healthier food choices by engaging in a volleyball movement that aligns with that choice.
- Week 3: Students will learn about volleyball variations, including beach volleyball and get to use the Husky Sport deliverable (a beach ball) to practice volleyball bumps and sets during the lesson.
- Week 4: Students will be challenged to use the beach ball to engage in a solo volleyball challenge - How many times can you bump the ball in a row?

The Husky Growth program includes 3,564 contacts per year with the youth (9 classrooms with a total of 162 students over 22 weeks of the academic year). SNAP-Ed funds one 100% full-time professional staff member (Bellamy-Mathis), who as part of her responsibilities, will manage Husky Growth including communicating with teachers, administrators and parents, designing the curriculum and working with the Digital Media Team in preparing virtual curriculum, training part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of the Husky Growth Program, as well as partial time from one full time graduate assistant (Mata) and three part time graduate assistants (Santora-Fyne, Rane-Castrodad, Serrano Haynes). SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies (including deliverables).

3. Husky Move — The Husky Sport Husky Move program is entering its 6th year. A functional movement program adapted from programming with elite youth soccer athletes (see Cohen, Morgan, Plotnikoff, Callister, & Lubans, 2014). Husky Move is an exercise series that students in grades Pre-K through 5 will participate in as a supplement to the virtual engagement in both the Ready, Set, Read & Husky Growth programs. Teachers will be provided with the library of videos to be able to use with their students to energize them during virtual classes. Virtual curriculum assets (See sample video [here](#)) will highlight a variety of sports and physical activities, and provide students with functional movement skills in the areas of strength, balance, agility and plyometrics. Addressing functional movement skills may enhance the ability of children to maintain an active lifestyle and provide them the necessary skills to participate. Failure to incorporate physical activity into daily life and promote the acquisition of basic motor skills is a major barrier of physical activity participation and obesity prevention efforts.

Youth contacts for Husky Move is 7,282 per year (20 classes with a total of 330 students over 22 weeks of academic year). SNAP-Ed funds one 100% full-time

professional staff member (Bellamy-Mathis), and three part time graduate assistants (Sheldon, Pérez, Duhart), who will manage Husky Move communication with teachers, administrators and parents, designing the curriculum and working with the Production Team in preparing virtual curriculum, training part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of Husky Move. SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies.

4. School Culture of Health — Husky Sport will engage with the Wish School community (students, staff, and partners) with a focus on building a culture of health and wellness through Positive Behavioral Interventions and Supports (PBIS) efforts.

During the 2020-2021 academic year, Husky Sport will offer fully virtual whole-class and school-wide engagement opportunities that promote nutrition education and physical activity as part of the school culture. Through this engagement across Wish School, Husky Sport will host additional fully virtual physical activity and nutrition-related activities which will include earned dance parties, earned yoga sessions, earned class-selected nutrition-related and physical activities. Classes earn events through points accumulated in the Hartford Public Schools district-wide Positive Behavior Interventions and Support (PBIS) system. Husky Sport will work with classroom teachers to determine how many points are necessary to earn a classroom activity. These School Culture of Health contacts will include 1,400 contacts per academic year (330 students plus 20 adults per 4 opportunities per academic year).

Husky Sport will also host 5 school-wide read aloud/physical activity events and nutritional scavenger hunts. These School Culture of Health event contacts will include 1,750 contacts per academic year (330 students plus 20 adults per 5 times per academic year).

SNAP-Ed funds one 50% full-time professional staff member (Bellamy-Mathis) and one part time graduate assistant (Mata), who will manage School Culture of Health communication with teachers, administrators and students, designing the curriculum and working with the Production Team in preparing virtual curriculum, training part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of School Culture of Health efforts. SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies.

5. Families with School Culture of Health — Wish School is engaging families by building an overall culture of health and wellness that can be implemented and reinforced outside of the school community. During the 2020-2021 academic year, the school is preparing to host completely virtual positive engagement opportunities for the

Wish School families to grow in physical, mental and nutritional health. As a part of these efforts, Husky Sport (in collaboration with Husky Nutrition Programs as a fellow SNAP-Ed collaborator) will host additional fully virtual physical activity and nutrition-related activities at school-wide engagement events involving families. Additional engagement may include family nutrition and/or physical activity workshops, family physical activity events, and surveying of families around nutrition and physical activity opportunities available in the community. As a nutritional adaptation during this school year, Husky Sport will provide weekly recipe cards available to all students and families in the Wish School Morning Announcements.

Families with School Culture of Health contacts will include 90 contacts at virtual workshops/events with parents/adult family members (15 people, 6 times per academic year) plus another 15,597 indirect recipe card contacts with students and adult family members (331 students, 2.48 family members per household*, 19 recipe cards in morning announcements per academic year).

*Due to Covid-19 restrictions during this academic year, Wish School students will be primarily engaging in school from home/virtually with family members. As such, family members in the household received recipe cards as part of Wish School Morning Announcement delivery. According to the [US Census](#), the average household size in Hartford, CT is 2.48 family members per household.

SNAP-Ed funds one 100% time professional staff member (Bellamy-Mathis) and one part time graduate assistant (Mata), who will manage Families with School Culture of Health communication alongside teachers, administrators and students designing the curriculum and working with the Production Team in preparing virtual curriculum, training part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of Family Engagement as part of School Culture of Health efforts. SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies (recipe cards).

6. After School Programs

Due to COVID-19 restrictions during this academic year, as outlined in the opening statement, After School Program Partners are projecting not to operate in-person and are still working to enhance capacities to engage fully virtual. While continuing communication will occur, program delivery will be minimal until public health protocols allow for a return to in-person engagement with Husky Sport's Partners for After School Programs.

7. Saturday Program

Due to COVID-19 restrictions during this academic year, as outlined in the opening statement, Saturday Program Partners are projecting not to operate in-person and are still working to enhance capacities to engage fully virtual. While continuing communication as partners will remain, program delivery will be minimal until public health protocols allow for a return to in-person engagement with Husky Sport's Partners for Programs.

8. Professional Development — Husky Sport provides extensive staff development, effective strategies for delivering nutrition education and physical activity to youth and their parents and adult family members, teaching methods to engage and hold the attention of youth, and cultural competency through various workshops and presentations. Husky Sport conducts in-depth training and development sessions for its professional and part-time staff twice per year (August and January), weekly meetings for part-time nutrition/physical activity educators to come together as a group to discuss issues particular to their roles, and weekly staff development workshops that allow for staff exposure to best-practices in an effort to increase their effectiveness as practitioners and community partners. In addition, Husky Sport provides weekly volunteer trainings to university students enrolled in service learning courses to prepare them to effectively assist the part-time nutrition/physical activity educators at the Husky Sport sites. Husky Sport works to maintain communication with other Husky Programs funded by SNAP-Ed to share best practices and ideas.

SNAP-Ed funds portions of four professional staff members (Bellamy-Mathis, Condren, DeRosa and Evanovich) and four part time graduate assistants (Foster-Mauro, Macaulay, Mata and Rane-Castro), who manage the staff development efforts by identifying workshop topics, enlisting guest experts to lead workshops, and planning and delivering their own workshops.

Overview of Projected Professional Development Opportunities

Date	PD Offering	Date	PD Offering
9/21/20	Lesson planning fundamentals	1/11/21	Husky Sport Retreat
9/24/20	Communities of Practice	1/15/21	Husky Sport Retreat
9/28/20	Lesson plan modeling	1/21/21	Practitioner-based PD

10/1/20	Hearing staff voice	1/25/21	Staff Relationship Building
10/5/20	Learning about online platforms	1/28/21	Practitioner-based PD
10/8/20	Organizational + Partner Overview	2/1/21	Education Deprivation
10/12/20	Lesson plan modeling: Building Relationships	2/4/21	Practitioner-based PD
10/15/20	Discussion of Power	2/8/21	Mattering in Education
10/19/20	Lesson Plan preparation	2/11/21	Practitioner-based PD
10/22/20	Discussion of Power, part 2	2/15/21	Promising Practices + Bold Ideas for practitioners
10/26/20	Practitioner-based PD	2/18/21	Practitioner-based PD
10/29/20	Staff Reflection + Action planning	2/22/21	Organizational Priorities
11/2/20	Practitioner-based PD	2/25/21	Practitioner-based PD
11/5/20	Organizational Overview	2/22/21	Discussion of Organizational Power + Privilege
11/9/20	Practitioner-based PD	2/25/21	Practitioner-based PD
11/12/20	Reimagining Power	3/1/21	Discussion of Organizational Power + Privilege
11/16/21	Practitioner-based PD	3/4/21	Practitioner-based PD
11/19/21	Staff Relationship Building	3/8/21	Discussion of Organizational Power + Privilege
11/30/21	Practitioner-based PD	3/11/21	Practitioner-based PD
12/3/20	Organizational Overview	3/18/21	What is Anti-Racist Programming?,

			part 1
12/7/20	Practitioner-based PD	3/22/21	Practitioner-based PD
12/10/20	Review of Assessment Tool	3/25/21	What is Anti-Racist Programming?, part 2
12/14/20	Practitioner-based PD	3/29/21	Practitioner-based PD
12/17/20	End of Semester Reflection	4/1/21	What is Anti-Racist Programming?, part 3

Professional Development topics are strategically connected to curriculum development for the service learning courses associated with Husky Sport. Evanovich oversees the development of curriculum for service learning courses, teaches multiple sections per semester, and, as such, is responsible for all aspects of course management. As part of these service learning courses, college students are trained to assist Husky Sport's part-time nutrition/physical activity educators in delivering nutrition education and physical activity curriculum in Husky Sport's programs. Service learning courses are offered to students at the University of Connecticut through the Department of Educational Leadership, focusing on authentic relationship building in working with SNAP-Ed recipients in Hartford, and developing effective strategies and best practices for delivering nutrition education and physical activity with youth participants and community stakeholders, under the following course sections:

EDLR 3547: Introduction to Sport-Based Youth Development (4 credit course; average 40 students per semester / 80 per year)

EDLR 3090: Internship with Husky Sport (3 credit course; 5 per semester / 10 per year)

9. Racial Equity Analysis -- Given that Husky Sport delivers programs to students and participants who are exclusively Black and Latino, as is our staff and volunteer group, but the Husky Sport leadership team and the teachers and staff at our partner locations are majority White, we believe that we can be better by delivering SNAP-Ed programs with a more effective equity lens. We will follow UConn practice and put out a call for bids to perform an analysis of our organizational culture and practices. We anticipate that this analysis will occur throughout the grant year.

Evidence Base:

Provide the name of each project, identify the evidence level, either research- or practice-based, and cite the supporting references. (Refer to the Checklist for Evidence-Based Approaches in Appendix E.

Husky Sport makes use of the evidence-based strategies and interventions in SNAP-Ed Interventions: A Toolkit for States. Husky Sport has also secured additional funding through the Long Foundation, the Ensworth Charitable Trust, Public Allies, and through internal UConn research awards to evaluate programs and publish results.

Ready, Set, Read! started in 2008 and is modeled after Scholastic's Read and Rise program ([Read and Rise](#)) which aims to bring families and community members into school to support youth literacy development. Additional collaboration with Husky Nutrition Programs and the evidence-based program, [Husky Reads](#), informs program development and implementation.

Husky Growth began in 2009 as a collaborative planned curriculum between Husky Sport staff, teachers and the curriculum specialist. It continues to be planned by this group in accordance with the Common Core Standards. [Common Core for Physical Education](#); [Connecticut State Department of Education Physical Education Guidelines](#).

Husky Move began in 2015 and is a functional movement program adapted from programming with elite youth soccer athletes (see Cohen, Morgan, Plotnikoff, Callister, & Lubans, 2014). The program incorporates the concepts of [physical literacy](#) as defined by the Aspen Institute.

School Culture of Health is grounded in Positive Behavioral Interventions and Supports ([PBIS](#)) and expanded upon for Husky Sport using the approach of The Robert Wood Johnson Foundation ([RWJF](#)).

Families with School Culture of Health is grounded in Positive Behavioral Interventions and Supports ([PBIS](#)) and expanded upon for Husky Sport using the approach of The Robert Wood Johnson Foundation ([RWJF](#)). Additional tools for family engagement include:

[Husky Programs](#)

Cooking Matters

Physical Activity & Physical Literacy

After School Programs are grounded in Sport Based Youth Development theory (see Perkins & Noam, 2007) and uses the sports plus model. Sport is seen as the hook to interest youth in taking part in the program, but the learning approach uses nutrition education and general physical activity as the developmental goals, or the “plus.”

Professional Development for the Husky Sport staff is grounded in the literature on communities of practice (see Armour, 2010; Bertram & Gilbert, 2011; Wenger, 1998). And, professional development in the service learning courses linked to Husky Sport utilizes a sport-based youth development (SBYD) framework (Perkins & Noam, 2007--[article](#)) in addition to being informed by campus-community partnership literature (Bringle & Hatcher, 2002).

Key Performance Indicators (KPIs):

List the key measures/indicators of implementation or performance that you will capture or collect. Identify if these are new measures/indicators not collected in the past. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

Program	Measure/Indicator	Method	Outcome Indicator
Ready, Set, Read!	Process: Number of contacts, pre-post tests after each curriculum cycle	Attendance records; Pear Deck	ST1, ST3, ST4, ST6, ST7
	Outcome	Youth participants complete surveys at the end of the program (May). Grades Pre K-2 complete survey questions via Pear Deck. Teachers will complete online (Qualtrics) surveys at the middle (December) and end of the program	MT5, MT6

		(May) about perceived and experienced program effectiveness for students.	
Husky Growth	Process: Number of contacts; pre-post tests after each curriculum cycle	Attendance records; Pear Deck	ST1, ST3, ST4, ST6, ST7
	Outcome	Youth participants will also take part in grade-level focus groups at the end of the program (May). Teachers will complete online (Qualtrics) surveys at the middle (December) and the end of the programming (May).	MT5, MT6
Husky Move	Process: Number of contacts; pre-post tests after each curriculum cycle	Attendance records; Pear Deck	ST3, ST6, ST7
	Outcome	Youth participants will take part in grade-level focus groups at the end of the program (May). Teachers will complete online (Qualtrics) surveys at the middle (December) and the end of the programming (May).	MT3, MT6, LT3
School Culture of Health	Process: Number of contacts	Attendance records	ST1, ST3, ST4, ST6, ST7
	Outcome	Youth participants will take part in grade-level	MT5, MT6

		focus groups at the end of the program (May). Teachers and staff complete online (Qualtrics) surveys at the middle (December) and the end of the program (May) about perceived and experienced program effectiveness for students.	
Families with School Culture of Health	Process: Number of contacts		ST1, ST3, ST4, ST6, ST7
	Outcome	Adult family members will complete short surveys upon completion of each session attended. Select participants will also take part in focus groups at the end of the program (May).	MT5, MT6

Use of Existing Educational Materials:

Give the title, author, and description of existing educational materials that will be used in the delivery of the project/intervention. Specify the language(s) in which the materials will be used including English. Indicate whether the materials will be purchased and justify the need and cost.

Husky Sport will utilize nutrition education materials (available in both English and Spanish) from the Cooking Matters, Shopping Matters and Eat Smart, Nutrition.gov, Live Strong curricula, the Choose MyPlate 10 Tips Nutrition Education Series, Physical Literacy. SNAP-Ed Connection and the recipe finder will be used for snap4ct.org.

The following are ***examples*** of additional existing materials Husky Sport will use:

Title	Author/Source	Languages
Ten Tips Nutrition Education Series	USDA/ChooseMyPlate.gov	English, Spanish Large font
Dietary Guidelines Consumer Brochure	USDA/ChooseMyPlate.gov	English
Recipes	USDA SNAP-Ed Connection	English
Eat Smart, Live Strong	USDA/SNAP-Ed Connection	English
Recipes and items for www.snap4ct.org	SNAP http://snap.nal.usda.gov/	English, Spanish

Development of New Educational Materials:

As we shift our core programs to a virtual space, we will launch a new Production Team dedicated to the creation of curriculum assets to be utilized during synchronous engagement with students (Ready, Set, Read!, Husky Growth, & Husky Move). This team will develop live-action and animated content focusing on physical activity and nutrition education and explore opportunities to engage students in virtual learning. This team will also provide tech support for virtual program delivery.

- Husky Sport will convert lessons for each of its programs to virtual delivery platforms.
- Husky Sport will purchase web-cameras and other materials to be used for Husky Sport programming at Wish School.
- Husky Sport will develop recipe cards for the school-wide morning announcements viewed by students and families.

- Husky Sport will purchase deliverables to be packaged and delivered to Wish School for distribution to students and utilized during programming each cycle.

With the lessons learned in spring 2020, we know that Wish students will need opportunities to have fun and move their bodies. In order to hook students and enhance those opportunities we will need to be creative and responsive, utilizing all available technologies.

Each cycle the production team hopes to provide multiple assets to be utilized across Husky Sport programs:

- Nutrition Education Videos (i.e. This or That videos) focused on specific sections of the MyPlate (Fruits, Veggies, Protein, Dairy, Grains) utilizing a 'Go-Slow-Woah' scale to emphasize recommendation. We will seek out opportunities to design engaging content that encourages movement while delivering educational content.
- Physical Activity Videos will guide students through mini bursts of activity by challenging them to perform specific exercises - we hope to utilize this content to develop longer routines for students and families to follow along
- Foundational Movement Videos will focus on teaching kids how to perform specific movements that align with our cycle themes with proper technique (i.e. how to jump rope, shoot a jump shot, etc.) in order to avoid and prevent injury.
- Read-Aloud Videos will connect students to Husky Sport part-time nutrition/physical activity educators who will read a children's book and incorporate nutrition education and physical activities.
- Engaging Cycle Evaluations will be designed utilizing Peardeck software to offer interactive opportunities for students to share their learning over the course of the cycle

We will look to build sustainable systems and structures that can be built upon in future years. We will establish feedback loops in order to hear stakeholder voices in order to identify opportunities for content improvement. As the production of these educational materials represents a significant investment, we will look to develop content that can be added to a library and utilized in future programming years.

SNAP-Ed funds one part-time professional staff member (Condren) and one part time graduate assistant (Burgess) who will lead the production team of part-time digital-media specialists through the development of curriculum assets, the training of part-time nutrition/physical activity educators in how to best deliver lessons and activities

incorporating the assets created, and evaluate the effectiveness of the educational media. SNAP-Ed also funds the part-time digital-media specialists, materials, and software utilized in educational material development.

Evaluation Plans

We are entering FY21 with flexibility at the forefront of our evaluation plans. We have to be prepared to engage in evaluation virtually when we had been completing all evaluation in person. There is also the potential for some students to be virtual and some in person, as well as teachers. Clearly some types of data collection (e.g. surveys and focus groups) can be completed either in person or virtually, but our usual live evaluation protocols with children will need to be adapted and possibly multiple times throughout the year.

A. Ready, Set, Read! Evaluations

1. Type: Outcome
2. Questions: How did participants' healthy literacy increase during program? What was impactful in the style of delivery on that knowledge acquisition and retention? How did the ability of Husky Sport staff to build positive relationships with participants impact program effectiveness?
3. Approach: Representative students (1 class for each grade) will complete post-tests after each cycle. Teachers will complete online (Qualtrics) surveys in fall (November) and end of the program (May) about perceived and experienced program effectiveness for students.
4. Planned Use: We apply what we learn through program evaluation to program improvements for the following lesson cycle, as well as the overall program.
5. Prior Evaluation: 2019-2020
6. ST1, ST3, ST4, ST6, ST7, MT5, MT6

B. Husky Growth Evaluations

1. Type: Outcome
2. Questions: How was program content acquired and retained by participants? What was impactful in the style of delivery on that knowledge acquisition and retention? How did the ability of Husky Sport staff to build positive relationships with participants impact program effectiveness?
3. Approach: Youth participants will engage in post-tests using Pear Deck after each program cycle. Youth participants will also take part in grade-level focus

groups at the end of the program (May). Teachers will complete online (Qualtrics) surveys in fall (November) and the end of the programming (May).

4. Planned Use: We apply what we learn through program evaluation to program improvements for the following lesson cycle, as well as the overall program.
5. Prior Evaluation: 2019-2020
6. ST1, ST3, ST4, ST6, ST7, MT5, MT6

C. Husky Move Evaluations

1. Type: Outcome
2. Questions: How did participants' knowledge of body / health increase during program? How did participants' physical literacy increase during program? How was program content acquired and retained by participants? What was impactful in the style of delivery on that knowledge acquisition and retention? How did the ability of Husky Sport staff to build positive relationships with participants impact program effectiveness?
3. Approach: Husky Move will gather physical data (pro-agility run, vertical jump, 40 time) at the beginning (September) and at the end of the program (May). Youth participants will take part in grade-level focus groups at the end of the program (May). Teachers will complete online (Qualtrics) surveys in fall (November) and the end of the programming (May).
4. Planned Use: We apply what we learn through program evaluation to program improvements for the following lesson cycle, as well as the overall program.
5. Prior Evaluation: 2019-2020
6. ST3, ST6, ST7, MT3, MT6, LT3

D. School Culture of Health

1. Type: Outcome
2. Questions: How did participants' healthy literacy increase during program? Do students enjoy their time at school in connection with added nutrition education and physical activity incentives? What was impactful in the style of delivery on that knowledge acquisition and retention? How did the ability of Husky Sport staff to build positive relationships with participants impact program effectiveness?
3. Approach: Youth participants will also take part in grade-level focus groups at the end of the program (May). Teachers and staff complete online

(Qualtrics) surveys in fall (November) and the end of the program (May) about perceived and experienced program effectiveness for students.

4. Planned Use: We apply what we learn through program evaluation to program improvements for the following lesson cycle, as well as the overall program.

5. Prior Evaluation: 2019-2020

6. ST1, ST3, ST4, ST6, ST7, MT5, MT6

E. Families with School Culture of Health

1. Type: Outcome

2. Questions: How did adult family member participants' healthy literacy increase during program engagement? Do the adult family members see potential application of learning with their children? What was impactful in the style of delivery on that knowledge acquisition and retention? How did the ability of Husky Sport staff to build positive relationships with participants impact program effectiveness?

3. Approach: Adult family members will complete short surveys upon completion of each session attended. Select participants will also take part in focus groups at the end of the program (May).

4. Planned Use: We apply what we learn through program evaluation to program improvements for the following lesson cycle, as well as the overall program.

5. Prior Evaluation: 2019-2020

6. ST1, ST3, ST4, ST6, ST7, MT5, MT6

Coordination of Efforts

Husky Nutrition and Husky Sport Northeast Hartford Partnership

Beginning with the 2019-2021 SNAP-Ed plan, the Husky Nutrition and Husky Sport programs constructed a framework for coordinated messaging, programming, staffing, and evaluation for SNAP-Ed in the 06120 zip code in Hartford, an area of highest need

in Connecticut with almost 50% of residents living in poverty. The programs provided parallel activities for many of the same families without intersecting. The Neag School of Education's Husky Sport Program focused on school-age children, primarily at Fred D. Wish Museum School (PreK-5) and neighborhood-based out-of-school programs for that same age group. Husky Nutrition Programs worked with children, parents, and providers in early childcare centers. Both programs also worked with the myriad city, foundation, university, healthcare, and church-based efforts to improve the well-being of residents and reduce childhood obesity in this highly impoverished area. Over the three year proposed plan, the Husky Nutrition and Husky Sport Programs committed to the coordinated development and implementation of a multi-level nutrition and physical activity education plan designed to:

serve the needs of the community, improve the potential impact of SNAP-Ed within the area, evaluate the specific contribution made by SNAP-Ed in meeting the community nutrition and physical activity goals, and coordinate with other community partner efforts.

During FY21, and guided by an asset inventory of programs, retail establishments, and institutions in the neighborhood of the expanded Wish School ^[1], the two UConn-based agencies will further integrate operations (i.e. leadership, staff commitments, training, and coordination of current programs). The two agencies will also engage in an examination of state and national models to guide our work, and the development of a draft framework for program planning as one combined agency for FY22-24 with a focus on Hartford as a hub for direct education, along with the strongest state-wide partnerships being sustained, and the continued growth of the SNAP4CT platforms.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

Mashantucket Pequot tribe

Name of the individual(s) contacted:

There are existing tribal relationships with other Connecticut SNAP-Ed implementing agencies. In an effort to not duplicate services, Husky Sport will work with those implementing agencies to identify areas of collaboration to complement and expand services and foster new relationships with tribal organizations.

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

N/A

Name of the ITO:

Mohegan Tribe of Indians of Connecticut

Name of the individual(s) contacted:

There are existing tribal relationships with other Connecticut SNAP-Ed implementing agencies. In an effort to not duplicate services, Husky Sport will work with those implementing agencies to identify areas of collaboration to complement and expand services and foster new relationships with tribal organizations.

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

N/A

[1] Completion of the asset inventory relied heavily upon the use of reports produced by the Hartford Promise Zone, Invest Hartford (An RWJ, Culture of Health supported project), the North Hartford Triple Aim Collaborative, Trinity Health sponsored “Wellbeing 360,” the UCONN Cities Collaborative, The Hartford Child Wellness Alliance, and the Connecticut Office of Health Strategy to reduce the time needed to produce this inventory.

Template 3: SNAP-Ed Staffing Plan

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Executive Director McGarry	Academic Year .01	95	5	Salary 1,575 Fringe 677 Total 2,252
Managing Director Evanovich	Summer .33	75	25	Salary 8,841 Fringe 1,936 Total 10,777
Faculty DiStefano	Summer .25	95	5	Salary 5,211 Fringe 1,141 Total 6,352
Program Administrator Ward	.10	100	0	Salary 7,337 Fringe 3,155 Total 10,492
Assistant Director DeRosa	Summer .33	50	50	Salary 8,316 Fringe 1,821 Total 10,137
Assistant Director Bellamy-Mathis	.5	20	80	Salary 33,096 Fringe 14,231 Total 47,327
Assistant Director TBD	.5	20	80	Salary 30,000 Fringe 12,900 Total 42,900

Nutrition Educator Macaulay	.50	10	90	Salary 14,222 Fringe 2,204 Total 16,426
Nutrition Educator Mata	1.0	10	90	Salary 24,313 Fringe 3,769 Total 28,082
Nutrition Educator Perez	.50	10	90	Salary 12,157 Fringe 1,884 Total 14,041
Nutrition Educator Duhart	.50	10	90	Salary 12,157 Fringe 1,884 Total 14,041
Nutrition Educator Sheldon	.50	50	50	Salary 12,157 Fringe 1,884 Total 14,041
Nutrition Educator Serano-Hayes	.50	50	50	Salary 12,157 Fringe 1,884 Total 14,041
Nutrition Educator Santora-Fyne	.50	50	50	Salary 12,157 Fringe 1,884 Total 14,041
Nutrition Educator Rane-Castrodad	.50	50	50	Salary 12,157 Fringe 1,884 Total 14,041
Special Payroll TBD		95	5	Salary 30,495 Fringe 5,947 Total 36,442

Student Workers		5	95	Salary 19,679 Fringe 472 Total 20,151
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	Salary 256,024 Fringe 59,559 Total 315,583

SNAP Ed Related Job Duties

Salary and Fringe: \$315,583

Executive Director (McGarry) Oversees Directors Team and mission of Husky Sport.

Managing Director (Evanovich) Manages Husky Sport operations.

Evaluation Coordinator (DiStefano) Oversees physical activity evaluation across all programs.

Program Administrator (Ward). Works with Directors Team on staffing and travel. Serves as liaison to University Sponsored Programs Services for all grant related matters.

Visiting Professor (DeRosa). Supervises education programs and professional development.

Assistant Director (Bellamy-Mathis). Directly oversees all partnerships with community organizations and schools. Mentors Program Leaders.

Assistant Director (TBD). Works alongside Assistant Director Bellamy-Mathis to oversee community organizations and schools. Mentors Program Leaders.

L1 and L2 Nutrition Educators/Physical Activity Program Leaders (non-RD). (Macaulay, Sheldon, Mata, Duhart, Perez, Serano-Hayes, Santora-Fyne, Rane-Castrodad) Direct delivery of nutrition education and physical activity programming using approved materials and selected sites with flexibility to adapt to varying needs of target audience.

Special Payroll. 1.) To hire temporary employees for digital media support given the potential for programs to be delivered virtually during FY21 (estimated at 3 employees @ \$8,165 each or approximately 200 hours at \$40.83/hr. 2.) Given that Husky Sport delivers programs in schools and after school programs whose students and participants are exclusively Black and Latino as is our staff and volunteer group, and that our leadership team and the teachers and staff at our partner locations are majority White, we believe that we can be better and deliver SNAP-Ed programs with a more effective equity lens. We'd like to follow UConn practice and put out a call for bids to perform an analysis of our organizational culture and practices. SNAP-Ed funds would be used for 50% of the cost of this analysis (estimated at approximately \$6,000). Special payroll employees are anyone external from the University. In the past, Husky Sport special payroll employees have earned \$15-\$100/hour based on experience and skill set.

Student Labor. Support work of Directors and Nutrition Educators/Physical Activity Program Leaders. Various people will join the Husky Sport staff as student labor. Only students at UConn are eligible for student labor. The number of people we hire depends on programming needs that will be determined by partners by the beginning of the school year (i.e., size of classes and number of classrooms at Wish School) and experience level, the hourly rates are reflective of those variables but generally students earn \$15-\$28/hour.

Nutrition Education Materials: \$7,200

Food for tastings @ \$1 per child. 5 tastings for Husky Growth Program (120 students) = \$600 and 5 for Ready, Set, Read (175 students) = \$875, and 5 tastings for after school site (3 sites with average of 30 children per site) = \$450.00. Total = \$1,925

Program materials = Materials for Husky Growth lessons = \$800. Ready, Set, Read! Books = \$450, Materials for Ready, Set, Read lessons = \$935. Materials for Husky Move, School Culture of Health = \$1000. Total = \$3,185.00

Copying and printing supplies (newsletters and recipe cards) = Husky Growth = \$250; Ready, Set, Read = \$300. Total = \$550

Personal Protective Equipment- includes disposable PPE – procedure masks for participants who come to after school educational programs and do not have one, 2 n95 masks per for staff and student volunteers direct contact educators, latex gloves (2 boxes per month), sanitizing wipes and hand sanitizer = \$1,540

Travel: \$21,336

Travel for Husky Sport will remain In-State. Per state reimbursement mileage rates (.575/mile) a round trip from Storrs to Hartford is 56 miles or \$32.20 per trip. 1 trip per week for 30 weeks (28 weeks of academic year with prep and evaluation weeks added) per 8 staff trips [Evanovich x 2, DeRosa, Bellamy-Mathis, Mata, Serano-Hayes, Santora-Fyne, Rane-Castrodad = \$966 x 8 = \$7,728. Total = \$7,728

Van transportation for hourly staff and Nutrition Educators/Physical Activity Program Leaders to program sites. Rental costs per 7 passenger van from Storrs to Hartford = \$65 + \$.575 a mile for 56 miles RT = \$97.20 per trip, approximately 5 trips a week for 28 weeks of academic year = \$13,608. Total = \$13,608.

Sub-contract to Hartford Public Schools: \$46,527

Husky Sport will sub-contract to the Hartford Public Schools for a .5 FTE position to support Husky Sport's programming at Wish School. The salary is based on the HPS collective bargaining agreement salary and fringe rate for a master's level teacher/staff member with 5 years of experience. This is the level at which we'd like to hire. These

funds will only be used to pay this .5 FTE position. The staff member hired will be responsible for supporting the day-to-day operations of Husky Sport at Wish School, including all programming (Ready, Set, Read!, Growth, Move, and school culture of health). In particular, this staff person will be responsible for integrating school curriculum expectations with Husky Sport curriculum in order to enhance the impact of Husky Sport's SNAP-Ed messages.

Total direct costs: \$390,646

Total indirect costs: \$95,971

Total Federal funds: \$486,617

Salary & Fringe

DIRECT PROGRAM STAFF – Fiscal Year 2021

(a) Program Salaries

<u>Position/Name</u>	<u>Annual Salary</u>	<u>No. of Persons</u>	<u>FTE</u>	<u>Salary</u>
Executive Director/Jennie McGarry	\$157,500	1	1.00%	\$1,575
Managing Director/Justin Evanovich Summer	\$26,549	1	33.30%	\$8,841
Faculty/Lindsay DiStefano Summer	\$20,845	1	25.00%	\$5,211
Program Administrator/Leah Ward	\$73,373	1	10.00%	\$7,337
Visiting Professor/Danielle DeRosa Summer	\$25,200	1	33.00%	\$8,316
Program Specialist/Patricia Bellamy-Mathis	\$66,191	1	50.00%	\$33,096
Asst Director TBD	\$60,000	1	50.00%	\$30,000
Graduate Assistant – AY L1	\$24,313	1	100.00%	\$24,313
Graduate Assistants - AY L1	\$24,313	6	50.00%	\$72,939
Graduate Assistants - AY L3	\$28,443	1	50.00%	\$14,222
Special Payroll	n/a	Multiple	n/a	\$25,436
Student Labor	n/a	Multiple	n/a	\$19,679

Total Program Salary amount from section (a)
\$256,024

b) Program Fringe

Position/Name	Fringe %	Total Fringe
Executive Director/Jennie McGarry	43.0%	\$677
Managing Director/Justin Evanovich Summer	21.9%	\$1,936
Faculty/Lindsay DiStefano Summer	21.9%	\$1,141
Program Administrator/Leah Ward	43.0%	\$3,155
Visiting Professor/Danielle DeRosa Summer	21.9%	\$1,821
Program Specialist/Patricia Bellamy-Mathis	43.0%	\$14,231
Asst Director TBD	43.0%	\$12,900
Graduate Assistant – AY L1	15.5%	\$3,769
Graduate Assistants - AY L1	15.5%	\$11,306
Graduate Assistants - AY L3	15.5%	\$2,204
Special Payroll	19.5%	\$5,947
Student Labor	2.4%	\$472

Total Program Fringe amount combined from section (b)
\$59,559

Total Program Salary and Fringe (amount from section (a) & (b) combined)
\$315,583

Template 4: SNAP-Ed Budget Information by Project

Information & Budget by Project 2021

Section A. Budget Summary for Sub-Grantee

Name of sub-grantee: Husky Sport

Total Federal funding, grant:

Fiscal Year 2021 - \$486,617

Description of services and/or products: See below

Cost of specific services and/or products: See below

Section B. Project Costs**Federal Fiscal Year: 2021****State: CT****Sub-grantee Name: Husky Sport**

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$309,538	
Contracts/Sub-Grants/Agreements		\$52,572	
Purchase Services			
Materials and Non-capital equipment		\$7,200	
Travel		\$21,336	
Institutional Memberships			
Total Direct Costs		\$390,646	
Indirect Costs (Indirect Cost Rate= 26%)		\$95,971	
Total Federal Funds		\$486,617	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave blank	\$486,617	Leave blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official:

Budget narrative:

Salary and Fringe: \$309,538

Executive Director (McGarry) Oversees Directors Team and mission of Husky Sport.

Managing Director (Evanovich) Manages Husky Sport operations.

Evaluation Coordinator (DiStefano) Oversees physical activity evaluation across all programs.

Program Administrator (Ward). Works with Directors Team on staffing and travel. Serves as liaison to University Sponsored Programs Services for all grant related matters.

Visiting Professor (DeRosa). Supervises education programs and professional development.

Assistant Director (Bellamy-Mathis). Directly oversees all partnerships with community organizations and schools. Mentors Program Leaders.

Assistant Director (TBD). Works alongside Assistant Director Bellamy-Mathis to oversee community organizations and schools. Mentors Program Leaders.

L1 and L2 Nutrition Educators/Physical Activity Program Leaders (non-RD). (Macaulay, Sheldon, Mata, Duhart, Perez, Serano-Hayes, Santora-Fyne, Rane-Castrodad) Direct delivery of nutrition education and physical activity programming using approved materials and selected sites with flexibility to adapt to varying needs of target audience.

Special Payroll. To hire temporary labor for digital media support.

Hourly Staff. Support work of Directors and Nutrition Educators/Physical Activity Program Leaders.

Contracts/Sub-Grants/Agreements: \$52,572

Sub-contract to Hartford Public Schools for a .5 FTE position to support Husky Sport's programming at Wish School=\$47,327

Consulting support to provide an equity analysis of Husky Sport's organizational culture and practices=\$6,045

Nutrition Education Materials: \$7,200

Food for tastings @ \$1 per child. 5 tastings for Husky Growth Program (120 students) =\$600 and 5 for Ready, Set, Read (175 students)=\$875, and 5 tastings for after school site (3 sites with average of 30 children per site) =\$450.00. Total=\$1,925

Program materials=Materials for Husky Growth lessons=\$800. Ready, Set, Read! Books=\$450, Materials for Ready, Set, Read lessons=\$935. Materials for Husky Move, School Culture of Health=\$1000. Total=\$3,185.00

Copying and printing supplies (newsletters and recipe cards)=Husky Growth=\$250; Ready, Set, Read=\$300. Total=\$550

Personal Protective Equipment= procedure masks for participants who come to after school educational programs and do not have one, 2 n95 masks for staff and student volunteers, latex gloves, sanitizing wipes, and hand sanitizer=\$1,540

PPE Breakdown			
N95 Masks	10.77	50	539
Procedure Masks	3.45	100	345
Small gloves	3.07	30	92
Medium gloves	3.07	60	184
Large gloves	3.07	30	92
Sanitizer gloves	3.99	49	196
Hand sanitizer	6.16	15	92
			1540

Travel: \$21,336

Travel for Husky Sport will remain In-State. Per state reimbursement mileage rates (.575/mile) a round trip from Storrs to Hartford is 56 miles or \$32.20 per trip. 1 trip per week for 30 weeks (28 weeks of academic year with prep and evaluation weeks added) per 8 staff trips [Evanovich, DeRosa-Mathis, Bellamy, Mata, Serano-Hayes, Santora-Fyne, Rane-Castrodad = \$966 x 8=\$7,728. Total=\$7,728

Van transportation for hourly staff and Nutrition Educators/Physical Activity Program Leaders to program sites. Rental costs per 7 passenger van from Storrs to Hartford=\$65 + \$.575 a mile for 56 miles RT=\$97.20 per trip, approximately 5 trips a week for 28 weeks of academic year=\$13,608. Total=\$13,608.

Total direct costs: \$390,646

Total indirect costs: \$95,971

Total Federal funds: \$486,617

Section C. Travel

In-State Travel

Travel Purpose:

Travel within CT is required in order for Husky Sport staff to complete work directly associated with achievement of the SNAP-Ed goals and objectives. Round trip travel reimbursement will occur for supporting direct education, PSE change initiatives, attending meetings for collaboration and state partnership and capacity building activities.

Travel destination (city, town or county or indicate local travel):

Local travel from Husky Sport offices in Storrs to Hartford sites for programming and PSE efforts, and to meetings with collaborators within CT.

Number of staff traveling:

Seven Husky Sport Staff [Evanovich=2 trips/week and DeRosa, Bellamy-Mathis, Mata, Serano-Hayes, Santora-Fyne, Rane-Castrodad=1 trip/week] traveling 8 staff trips per week.

Van Rentals for student hourly and volunteer staff.

Cost of travel for this purpose:

Travel for Husky Sport will remain In-State. Per state reimbursement mileage rates (.575/mile) a round trip from Storrs to Hartford is 56 miles or \$32.20 per trip. 1 trip per week for 30 weeks (28 weeks of academic year with prep and evaluation weeks added) per 8 staff trips [Evanovich, DeRosa, Bellamy-Mathis, Mata, Serano-Hayes, Santora-Fyne, Rane-Castrodad = \$966 x 8=\$7,728. Total=\$7,728

Van transportation for hourly staff and Nutrition Educators/Physical Activity Program Leaders to program sites. Rental costs per 7 passenger van from Storrs to Hartford=\$65 + \$.575 a mile for 56 miles RT=\$97.20 per trip, approximately 5 trips a week for 28 weeks of academic year=\$13,608. Total=\$13,608.

Total In-State Travel Cost: \$21,336

Section B. Project Costs**Federal Fiscal Year: 2021****State: CT****Sub-grantee Name: Husky Sport**

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$315,583	
Contracts/Sub-Grants/Agreements		\$46,527	
Purchase Services			
Materials and Non-capital equipment		\$7,200	
Travel		\$21,336	
Institutional Memberships			
Total Direct Costs		\$390,646	
Indirect Costs (Indirect Cost Rate= 26%)		\$95,971	
Total Federal Funds		\$486,617	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave blank	\$486,617	Leave blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official:  7/10/2020Date: Jennifer Przybyszewski
Associate Director
Sponsored Program Services

Project 6 - UConn School and Family-Based SNAP-Ed

Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Reporting Progress on State-Level Goals and Objectives

UConn School and Family SNAP-Ed has demonstrated progress on Connecticut's goals and objectives to deliver tailored nutrition education and physical activity messages to SNAP Ed recipients and eligibles. We reached these groups in 5 of the 13 priority towns including East Hartford, New Britain, Manchester, Windham, and Hartford. Our direct education reached primarily parents and caregivers for obesity prevention efforts, including parents of young toddlers, preschoolers, and parents with children ages 5 to 18. We increased formal collaborations with non-SNAP obesity prevention activities and multi-level interventions in a community including community agencies that reach families with young toddlers, child nutrition program in schools, healthcare centers that reach children and families, hunger action teams, food pantries and mobile food distribution.

UConn School & Family will continue to leverage Qualtrics, a robust online survey and data collection platform, for evaluating the outcomes of our direct education. Qualtrics is available at no cost to our project through the University of Connecticut and is accessible via Smartphones, UConn tablets, and UConn's College of Agriculture/Extension website (<https://healthyfamilyct.cahnr.uconn.edu>). Personal data is kept confidential and is stored on a secure UConn server. Qualtrics allows UConn School & Family to administer customized online surveys for process evaluation, including of our printed nutrition education materials (calendars, recipes, handouts, tip sheets), willingness to change to healthier diet and physical activity behaviors, and pre and post response to our tailored nutrition education presentations. We also are using social media platforms, including private Facebook groups, to reach SNAP-eligibles and evaluate response to nutrition education. This electronic data collection allows us to reach parents in the priority towns and partner with non-SNAP obesity prevention activity. Data analytics will also be collected and reported upon for our collaborative social media efforts (Facebook, Instagram, Twitter), as well as activity via the UConn College of Agriculture/Extension website. For Fall 2020, we will be assessing the feasibility of using Qualtrics to collect EARS program data from direct nutrition education interventions and report total reach of our work.

Description of projects/interventions:

Project/Intervention Title: UConn Department of Allied Health Sciences (DAHS) School and Family-Based SNAP-Education Services for the Obesity Prevention Grant Program FFY2019-21.

The DAHS three-year project is driven by the Needs Assessment coordinated with the CT SNAP-Ed implementing agencies and multiple partnerships to promote healthy weight, healthy eating and enjoyable physical activity among SNAP recipient and eligible adults, families with children, and seniors. We complement evidence-based nutrition education and obesity prevention activities based on the Dietary Guidelines for Americans at the individual/group levels as well as comprehensive/multi-level interventions. Our project yields high and cost-effective output via a team of registered dietitians (RD) and competent, trained volunteer paraprofessionals in synergy with partnering agencies/organizations' needs.

COVID Update: Our annual deliverables were on target to be fully met at the halfway point of this FY. From March 23, 2020 to the present, the COVID pandemic mandates issued by CT Governor Lamont affected our nutrition education team (University faculty, staff and students) and halted our direct nutrition education delivery at partnering sites, who also were complying with the CT pandemic mandates.

Related State Objective(s):

In alignment with the State-level objectives, our team will:

- Reach **6,605** participants with direct nutrition education and obesity prevention efforts via presentations and workshops using culturally and literacy-appropriate materials including *Start Simple with MyPlate*, PowerPoint presentations, interactive m-health, social media, and hands-on displays and food models. We aim to educate and motivate individuals and families to increase healthy food choices and healthy eating patterns, manage weight (consume sensible portions and increase physical activity to balance calorie intake and expenditure), decrease intake of sugar sweetened beverages and increase intake of water, cook more at home and consider growing vegetables and/or herbs at home. We extend our reach via a variety of indirect education channels (hard copy, calendars, electronic communications, nutrition education reinforcements).

- Implement feasible methods to evaluate the outcomes of our tailored education with our diverse groups in our community-based settings.

- Support comprehensive, multi-level interventions and avoid duplication of services by coordinating efforts within a community, across SNAP-Ed projects, and continuing to grow our rich partnerships in synergy with federally-funded nutrition programs, Title 1 schools, non-profit community-based projects, and agencies in our target communities.

-Educate/inform our SNAP eligibles of the SNAP program and food access agencies to address food insecurity and increase dietary quality.

COVID Update: It is difficult to anticipate an annual number of direct nutrition deliverables for FFY2021 at this time (July 2020). Our nutrition team has been hard at work since mid-March 2020 to adapt our materials to online delivery, where we could. We are leveraging technology via electronic sharing of information that includes nutrition education handouts, recipes and videos. These materials are distributed to our community partners' social media sites through contact with site informants. The materials are also posted to our College of Agriculture/Extension website (<https://healthyfamilyct.cahnr.uconn.edu/>) established in FFY2020. We will continue to leverage and enhance the website during FFY2021.

Some community partners such as schools were completely closed. Three examples of our on-going partnership situations:

1. Our team remains in contact with schools and preschools to keep us informed of updates and ways we can deliver nutrition education during social distancing. One example is an East Hartford preschool that maintains a parent email list (Early Childhood Learning Center at Hockanum School) to distribute health, wellness and nutrition tips and to enroll parents in future online workshops.
2. Some of our partner school and community sites plan to offer the USDA Summer Meals program with a plan for distribution in a socially distanced way. Via coordination with program site directors, we will provide weekly virtual nutrition education lessons for kids and families in the form of topic lessons and food demonstrations.
3. Our three pantry partners shifted their work to feeding regular and significant numbers of new clients; nutrition education at the site was not a priority. Clients are not permitted to linger at the sites at this time. We have shifted to development of "point of service" and topic nutrition education materials for the sites to use in the future. Additionally, there is active engagement with two of our pantry partners via their dedicated social media pages.

At this time, we request to keep our overall FFY2021 direct deliverables identical to FFY2020 (6,605). Some projects have been slightly adjusted as highlighted.

Audience:

SNAP recipients and eligibles (focused on adult women, children, and families) via well-established partners in our target counties (**Hartford, New Haven, New London, Tolland, Windham**) and communities (**Bristol, East Hartford, Enfield, Hartford, Manchester, New Britain, Norwich, Tolland, Willimantic, Waterbury, Windsor**). These are in the Connecticut Top 20 towns with the most SNAP participants (CT SNAP-

Ed Plan Needs Assessment) or specific agencies within communities that serve low-income participants (Enfield, Tolland, West Hartford).

We are diligent to tailor and focus nutrition education to our audiences of SNAP recipients and eligibles utilizing collaborative efforts with long-term partners and stakeholders already serving low-income groups. No waivers are required.

COVID Update: Our team has a history of being able to leverage technology to tailor nutrition education to children's and parent's reported behavior and learning style. This technology is accessible via Smartphones with an internet connection. However, some SNAP recipients and eligibles cannot connect, lacking a device and/or internet access. Others—as reported by our pantry directors—are very uncomfortable sharing in a “zoom room” for privacy reasons. Our team continues to assess how to broaden our reach to SNAP recipients and eligibles in our target locations. Social media will play a greater role in our future nutrition education efforts via “private” Facebook groups that we recruit from our collaborating agencies and organizations. The platform allows for “private messenger questions” and use of survey format. We will also continue to steer our SNAP-Ed audiences to our University website, housed in the College of Agriculture, Health and Natural Resources (<https://healthyfamilyct.cahnr.uconn.edu/>) for evidence-based information and materials.

Food and Activity Environments:

We work closely with key stakeholders and site personnel (e.g., Title I schools, WIC, Commodity Program, mobile/stationary food pantries) to develop and implement nutrition education that addresses the nutrition/obesity and weight management issues pertinent to the target audience and their healthy food and physical activity environments, in the context of the *Dietary Guidelines for Americans*. Interviews with key stakeholders elicit pertinent information about the audiences' awareness and access to healthy foods and beverages, and places to be physically active. Our nutrition education lessons aim to increase nutrition knowledge, skills, competence and goal-setting to lose weight safely if overweight or obese. We empower our audiences to improve diet quality within the context of budget strategies and local foods available (e.g., pantry foods for adults who cook at home, healthy foods from the national school lunch program for students in a SNAP-Ed eligible school). Each lesson includes a discussion on label reading, MyPlate, the importance of physical activity and balancing calories consumed with expended, along with water as the daily beverage of choice. When space permits—and tailored to the health of the group—lessons involve simple physical activity “breaks” (stand up, stretch) with discussion on walking as a safe, inexpensive, healthy form of exercise. There is always a reminder to check with a health care provider before starting any new form of exercise you are not used to engaging in.

COVID Update: As we tailor lessons in a new way—to meet as many SNAP clients' needs as possible—we have tapped into the expertise of other colleagues and RDs at the Academy of Nutrition and Dietetics who have developed food and nutrition videos. The visual quality of videos and “staging” of food demonstrations and audio are important in the delivery of an easily understood and interactive “e” session. All sessions are based on the Dietary Guidelines for Americans and USDA’s latest campaign from 2019: “*Start Simple with MyPlate*” (<https://www.usda.gov/media/press-releases/2019/03/13/usda-announces-launch-start-simple-myplate-campaign>)

Project Description:

Five sub-projects (1A/B, 2, 3, 4 described below) are grounded in theories of behavior change and aligned with the Socio-Ecological Framework (*multifaceted and interactive effects of personal and environmental factors that influence behaviors*) to achieve the learning objectives by working at the individual, family/group, and community levels.

For example, we utilize the Social Cognitive Theory (*an individual's knowledge acquisition directly relates to observing others within the context of social interactions, experiences, and media influences*), with motivational nutrition education that is tailored to the participant and his or her learning environment. We couple our knowledge-based learning with reinforcing sensory activities like food demonstrations and food sampling and fun, interactive review “games.” Finally, we evaluate our direct nutrition education with paper and pencil and growing technology-based platforms (e.g., topical quizzes, interactive challenges and games via handheld tablets) on site, and follow-up with key informant interviews and participant surveys with individuals in our partnering agencies.

Project 1A—Multi-level obesity prevention via partnerships with FoodCorps, Cooking Matters, Cooking Matters at the Store (CMATS), and grocery stores in low-income communities.

Description: This project partners with groups in our target communities/counties to reach adult individuals and families with school-aged children with tailored nutrition education coordinated with the school meal programs, local food environments and enhancements, and locally-grown produce in grocery stores. These partnerships create synergy in program delivery and assure reaching the target audiences with effective formats that meet their learning needs.

The anticipated direct education deliverables for this project are 550. This project is **multi-level** as it promotes healthy eating environments in the school, home and community (especially grocery stores where SNAP recipients and eligibles shop) as well as supports consumption of locally grown food.

COVID Update: It is very difficult to anticipate an annual number of direct nutrition deliverables for Project 1A for FFY2021 at this time (July 2020) as we move from face-to-face to online interactive platforms, including with new online SNAP grocery ordering.

SNAP-Ed funds are requested specifically to focus and enhance the nutrition education for SNAP recipients and eligibles, working with the CT FoodCorps team to boost parent engagement with school-based nutrition and gardening activities, and partnering with Cooking Matters in CT to implement Cooking Matters funded programming at community sites and in grocery stores, paying for the time and travel of our nutrition education team, reinforcement materials/supplies, and foods for tasting (only with FoodCorps classroom activities in schools).

COVID Update: SNAP-Ed funds are requested to fund programming in new, flexible, and responsive ways. Time and travel for our nutrition education team is budgeted to drop off materials at our community sites until face-to-face education is allowed. SNAP-Ed funds also are budgeted for basic equipment to produce simple food and nutrition-related videos and copying costs for materials. The budget also includes subscription for CANVA PRO, an online platform to make high-quality and enticing nutrition education materials for print and online. Lastly, SNAP-Ed funds are requested to continue to supply a small incentive to SNAP recipients and eligibles who participate in lessons and workshops in person or online (the items may be delivered at a later date in the year; a “log in” registration of participants will confirm who receives an item).

Implementation: Our team engages children and families in schools, and adult individuals, seniors and families in grocery stores with approved MyPlate, SNAP-Ed Key Behavioral Objectives, and approved and evaluated Cooking Matters curriculum, reinforcing and enhancing the above with interactive food models and displays (sugar in soda, fat test tubes, grocery store circulars for menu planning, label reading), and information about SNAP.

COVID Update: We will work with these partners and their responses to COVID-19—Cooking Matters (<https://co.cookingmatters.org/covid19-resources>) and FoodCorps (<https://foodcorps.org/covid19/>)—to deliver engaging and interactive online programming and evaluation until face-to-face programming is allowed.

FoodCorps occurs primarily during the school year (September-November, February-April), dictated by the classroom and health education teachers’ schedules, as well as afterschool programming. FoodCorps has “in district” school service member who:

- assists with marketing/recruitment of children in classrooms and afterschool programs;
- coordinates with us to implement nutrition education to kids and their parents;
- collaborates with UConn School and Family to develop a parent needs assessment and enhanced parent education program;
- builds and tends school gardens to reinforce SNAP-Ed principles and guidance;
- brings high-quality local food into public school cafeterias while reinforcing the importance of farm to school programs; and

- collaborates with our nutrition education team on school wellness committees to improve school meals, the school food environment and wellness policy implementation.

Anticipate 470 direct nutrition education contacts per year.

Evaluation/Enhancements from Years 1 to 3:

- Year ONE: By the end of year 1, one (1) new FoodCorps collaboration/district will be added to deliver MyPlate nutrition education during the school year with coordinated messages for the family. (Objective 3.1)
- Year ONE: By the end of year 1, Food Corps and UConn SNAP-Ed will have developed and implemented a parent survey to assess parent interest in Food Corps messages home and parent involvement. (Objective 3.1)
- Year TWO: At least 2 FoodCorps collaborations/districts will have cafeteria tastings of 3 new vegetables with messages and recipes shared with the family. (Objective 1.1)
- Year TWO and THREE: At least 2 FoodCorps service members in our target districts will report UConn collaborations have influenced system change (Objective 3.3) with 3 examples of healthy menu changes in their cafeterias and greater involvement of parents/caregivers in FoodCorps/SNAP-Ed.
- Year THREE: Our SNAP-Ed nutrition education participants (children and parents) will demonstrate willingness to eat sample foods offered during a class, and report improvements in nutrition knowledge, intent to change, consumption of school fruit and vegetable offerings and eating more vegetables at home (Objective 1).

COVID Update: For Year THREE, we anticipate that the permission for gatherings up to 100 people in CT will be in effect for the start of the 2021 SNAP-Ed plan but with significant restrictions (PPE, 6 feet distance). Our Year Three anticipated number and evaluation goal may be reached as CT schools open. District placements of FoodCorps service members has been decided but CT FoodCorps leadership is adjusting to CT Governor Lamont's newest school opening mandates

(<https://portal.ct.gov/Office-of-the-Governor/News/Press-Releases/2020/06-2020/Governor-Lamont-Announces-Plans-for-the-2020-21-School-Year-Amid-the-Ongoing-COVID19-Pandemic>). We have two options for direct education with

FoodCorps service personnel at schools:

1. In person direct education (classroom or afterschool programs) if schools allow guest presentations by SNAP-Ed educators in personal protective equipment (PPE) and with appropriate distancing
2. Direct education via a media platform such as Zoom or Google classroom

We will continue to communicate with this partner in anticipation of resuming direct education. Tina Dugdale is on the CT State Advisory Board for FoodCorps.

Cooking Matters occurs year-round but is funding-contingent and sites are often participatory in subsidizing a six-week series of classes. SNAP-Ed does not fund Cooking Matters classes. Cooking Matters serves to:

- recruit participants at sites serving SNAP recipients and eligibles in our targeted counties;
- coordinate with our team to implement nutrition education services;
- increase delivery of science-based, culturally-appropriate, and literacy-level-specific nutrition education to participants across all stages of the life cycle (evaluated Cooking Matters curriculum);
- provide hands-on experience with basic food preparation and cooking techniques to empower participants to prepare healthy meals and snacks at home
- provide \$10 gift cards (funded by partner Community Health Network of CT Foundation) to participants as follow up to grocery store “My Plate” pop up tours

Anticipate 30 direct nutrition education contacts per year.

Evaluation/Enhancements from Years 1 to 3:

- By the end of each year, we will add one (1) new site in our targeted areas to deliver the six-class Cooking Matters series (Objective 3.1)
- After attending the six-class series, and based on a pre to post survey, ≥33% of participants will report an increase in ability to plan a healthy diet and their willingness to prepare and consume healthy foods. (Objective 1)

Cooking Matters at the Store/grocery store collaborations serve to:

- recruit SNAP recipients/eligibles in community sites and schools serving low-income families;
- provide approved and evaluated hands-on grocery curriculum (e.g., nutrition facts label reading) to empower participants to shop for nutritious foods on a limited budget.
- Provide School and Family SNAP-Ed with community outreach opportunities to our audiences via store social media (Facebook) pages and potential linkage to our website via ShopRite from Home website

Anticipate 50 direct nutrition education contacts per year.

Evaluation/Enhancements from Years 1 to 3:

- By the end of each year, we will add at least one (1) Cooking Matters at the Store event. (Objective 3.1)
- After attending the grocery store event and based on post-survey, ≥50% of CMATS participants will report increased knowledge and ability to choose healthier foods in the grocery store and ≥25% will report they plan to increase their consumption of healthy food. (Objective 1)
- At the end of YEAR THREE, we will report all media analytics (Facebook and ShopRite from Home) in EARS.

COVID Update: Our yearly evaluation goals for CM and CMATS may be met as the pandemic restrictions continue to be lightened. Cooking Matters events are gatherings of 20 or more, including instructors. At this time, these gatherings are in the process of review and additional planning to meet the CT COVID mandates. School and Family will remain informed about changes to Cooking Matters and efforts to move forward should their funding continue from outside sponsors in the next fiscal year (CM Foundation reapplies to funders each August). Cooking Matters has enhanced their online educational materials (<http://cookingmatters.org/tips>) that our educators can share with partners.

We have two options for Cooking Matters:

1. In person direct education at sites that allow the space for a 6-week series, with participants and educators in PPE and distancing
2. Direct interaction education via a media platform such as Zoom or Google classroom

New education opportunities via ShopRite Grocery Stores (Manchester and East Hartford, CT):

1. School and Family SNAP-Ed will engage with ShopRite's social media followers on Facebook by posting general nutrition handouts to the local page. School and Family SNAP-Ed will engage with ShopRite's social media followers on Facebook by collaborating with the partnering Shoprite RDs. General and simple nutrition handouts/social media posts for diverse audiences will be developed utilizing language from My Plate (eg: "Vary your Veggies!" or "Make Half Your Grains Whole!")
2. Gain approval from corporate *ShopRite from Home* (Wakefern Food Corporation) to add our website <https://healthyfamilyct.cahnr.uconn.edu/> to the final page of the online shopping experience when EBT participants present their card (there is no identification required from the shopper until the check-out process). Request pending.

Project 1B—Multi-level obesity prevention via community partnerships:

Description: This project highlights our on-going collaborations with well-established community networks and associations (e.g., farmers markets, public schools, health care service site in low-income community) to reach SNAP-Ed recipient and eligible adults and families with direct and indirect nutrition education, enhance access to healthy foods, increase consumer confidence to purchase and prepare healthy foods, and follow safe food handling. The nutrition education delivered follows the SNAP-Ed toolkit evidence-based and peer-reviewed scientific literature. This project is **multi-level** as it delivers nutrition education to individuals and groups while promoting healthy eating environments at home, in schools, and in the community, as well as supports

consumption of locally grown food. These collaborations occur at various “seasonal” or “academic” times during the year.

The anticipated direct education deliverables for this project are: 2,140

COVID Update: It is very difficult to anticipate an annual number of direct nutrition deliverables for Project 1B for FFY2021 at this time (July 2020). This project depends on face-to-face interactive nutrition education in community sites like community clinics, senior centers (the most vulnerable COVID population), and farmers markets. Moving forward, we will continue close communication with the leadership of these state initiatives concerning program delivery. Where possible, we will offer nutrition education via social media channels, technology and/or handouts delivered to sites.

SNAP-Ed funds are specifically requested to enhance the nutrition education for SNAP recipients and eligibles, paying for the time and travel of our UConn RDs and/or masters-prepared nutrition educators, reinforcement materials and supplies, and food ingredients for food demonstrations and tastings, which occur at all sites except Foodshare mobiles.

COVID Update: SNAP-Ed funds are requested to fund programming in new, flexible, and responsive ways. Time and travel for our nutrition education team is budgeted to drop off materials at our community sites until we are allowed back in community sites by the CT government mandate. SNAP-Ed funds also are budgeted for basic equipment to produce simple food and nutrition-related videos and copying costs for materials. Lastly, SNAP-Ed funds are requested to continue to supply a small incentive to SNAP recipients and eligibles who participate in lessons and workshops in person or online.

Implementation: Our team supplies adults, families with school-aged children, and seniors with MyPlate nutrition education materials, SNAP-Ed Connection recipes, SNAP information, and engages these participants in interactive lessons reinforced with food models, displays and/or food demos and a tasting, often with participant involvement, interaction and assistance. Lessons usually last an hour.

COVID Update: We will work with partnering sites to offer lessons or workshops via technology and/or gathering of groups of participants (if allowed by CT, using PPE and social distancing) that are engaging and interactive following the SNAP-Ed Key Behavioral Objectives.

1. Charter Oak Health Center (Hartford community health center) serves to:

- Provide direct access to SNAP recipients/eligibles in a community urban setting;
- Provide quality teaching space (e.g., certified kitchen) for lessons and food tastings

Nutrition educator RDs and paraprofessionals partner with Charter Oak RDs to tailor USDA MyPlate, Dietary Guidelines for Americans, and Cooking Matters materials to

client's perceived and stated needs for knowledge and applications for obesity prevention. As supported in our evidence base, coupling nutrition education with recipes and tastings increases willingness to prepare and eat healthy foods (43).

Anticipate 100 direct nutrition education contacts per year.

Evaluation/Enhancement from Years 1 to 3:

- Years ONE to THREE: Each year, at least 33% of the community clinic patients will report willingness to increase fruit and vegetable consumption, motivation to cook more at home, and overall healthier eating. (Objective 1)
- Years ONE to THREE: Each year, at least 50% of the participants in the weight management program will report efforts at balance calorie intake with calorie expenditure and a healthier weight (Key Behavioral Outcome)
- Years TWO and THREE: Each year, we will recruit one (1) Cooking Matters series or assist with a cooking class on site (Objective 3.1)

COVID Update: For our Year THREE stated goals, we anticipate permission for gatherings up to 100 people in CT, but with continued mandates for PPE and social distancing. We have two options at this COHC site:

1. In person direct education with SNAP-Ed educators in PPE and socially distanced, if participants are allowed to enter the site space and feel comfortable attending
2. Direct education via a media platform such as Zoom if participants are willing

We will continue to communicate with this partner in anticipation of resuming direct education. All decisions for gatherings at this site come from the its medical director.

2. GROW Windham—Collaboration with GROW Windham and their partners (CLiCK Community Kitchen; Access; Generations Health Care; Windham Community Food Network; EFNEP) expands opportunities to provide education to SNAP-Ed recipients and eligibles and fuel changes to the local environment to make healthy choices practical and available to individuals and families in the community (e.g., gardens, farmers markets).

GROW Windham serves to:

- Work with the UConn School and Family SNAP-Ed team to deliver nutrition education lessons in school-based afterschool Youth Health and Wellness Program. This program is dedicated to promoting healthy food via community gardens, food projects, and food and garden-based youth programming, leadership and engagement in Windham that support the local food system.
- Collaborate with community partners dedicated to promoting access to healthy food in the Windham region through the support of community food projects and on-going community exchanges, surveys, dialogue with community members

and development of food access materials.

Implementation: When funding is released for GROW Windham Youth Coordinator and afterschool classes, UConn SNAP-Ed nutrition education team will deliver fun, interactive lessons, and when possible cooking with kids (following USDA MyPlate for Kids and Cooking Matters materials). Topics include decreasing sugar sweetened beverages, balance calories in and out, including more fruits and vegetables in your snacks and meals, and choose low-fat dairy at least 3x per day.

Anticipate 350 direct nutrition education contacts per year.

Evaluation/Enhancements from Years 1 to 3:

- Years ONE to THREE: UConn School and Family will collaborate with GROW Windham to tailor and help deliver nutrition education lessons with kids via the Windham Middle School enrichment program, share findings with stakeholders, and work to incorporate new vegetable offerings into the school lunch (Objectives 3.1; 3.3) -
- Years ONE to THREE: By the end of each collaborative year, at least 30% of youth in Willimantic afterschool programming will report and demonstrate willingness to eat sample foods offered, improvements in nutrition knowledge, and intent to change dietary behaviors (Objective 1)
- Years ONE TO THREE: We will collaborate with EFNEP to implement food- and garden-based education in afterschool programs at the Willimantic CLiCK Cooperative and Garden (Objective 1)
- Years ONE to THREE: We will collaborate with the Windham Community Food Network to survey community members (creates an exchange of ideas with community members) on food insecurity, local food assistance, fresh fruit and vegetable access, food cost, and community program ideas. (Objective 3.1; 3.3; 3.4)
- Years ONE to THREE: We will collaborate with GROW Windham to collect community data that will inform a program called BASICS, which eventually aims to provide deep discounts on staple food products at the local food “co-op”. We will assist with a market basket survey to compare the BASICS prices with other local stores and will offer assistance with the dissemination of the information and nutrition education, based on the SNAP-Ed Toolkit, when collaborative efforts reach pertinent timing in the project (Objective 3.1; 3.2; 3.3; 3.4)
- Year THREE: We will collaborate with GROW Windham and interview key informants in Willimantic to assess the 6 pantries in the geographic area, collecting pertinent information to inform a hard copy “How to Guide” for pantry visits, site engagement and typical food products carried at each pantry. This project will be working with our new nutrition educator and guided by Dr. Kristen Cooksey-Stowers (<https://alliedhealth.uconn.edu/faculty/cooksey-stowers-kristen/>), a new DAHS faculty member with expertise in reducing inequities in diet-related health outcomes by improving macro- and micro-level food environments via sustainable policy solutions.

For our stated goals for Year THREE, we anticipate permission for gatherings up to 100 people in CT, but with continued mandates for PPE and social distancing.

We have multiple options for our work with GROW Windham:

1. In person direct education at GROW Windham supported sites, if SNAP-Ed educators are granted permission to visit in PPE, social distancing is utilized, and participants feel comfortable attending
2. In person or virtual collection of community data for GROW Windham and its Windham Community Food Network at sites or via online/virtual sign-ins.
3. Compilation of pantry data (6 pantries) in Willimantic into a “How to Pantry Guide” for residents to be distributed in the fall 2020.

We will continue to communicate with this partner in anticipation of resuming direct education and synergistic ways to assist their food security and food access work.

3. WIC (East Hartford, New Britain/Bristol, Norwich, and Willimantic) serves to:

- Provide direct access to SNAP families (especially moms) in the sites’ waiting rooms; coordinate with our team to provide mini-lessons (e.g., MyPlate displays, food demos and tastings, WIC-approved information on breastfeeding encouragement). We have developed an online screener (Qualtrics platform) to assess parent feeding behaviors toward sugary beverages, healthy snacking and responsive feeding and family food security. From the responses, parents receive tailored messages (with option to have the messages delivered to the email or text), how to obtain food support if reporting food insecurity, and the ability to sign up for a private Facebook group. Parents report willingness to make improvements in these feeding behaviors. Parent responses and messages are shared with WIC nutritionists for reinforcement. The WIC nutritionists will encourage participation in the Facebook group. The East Hartford WIC has used the screening with good success ¹; we are working to recruit more WIC locations for the screener.

Anticipate 200 direct nutrition education contacts per year through six WIC agencies in our targeted communities where we have an 8+ year history of collaboration. We will coordinate with other SNAP-Ed implementing agencies to avoid duplication.

Evaluation/Enhancements from Years 1 to 3:

- Years ONE to THREE: Coordination with WIC educators to identify reinforcing and multi-level nutrition education messages to participants via a face-to-face format in the waiting rooms at WICS (e.g., improved dietary quality and breastfeeding) (Objective 3.2)
- YEARS ONE TO THREE: Consistent delivery of nutrition topics with a focus on purchasing, storing and preparing veggies tailored to WIC mother’s and family’s preferences, and cooking interests and abilities (Objective 1)
- YEARS TWO- THREE: Survey responses from East Hartford WIC show high parent usability and acceptability of the screener and messages ¹. We have further refined the screener and message usefulness for parents and will recruit additional sites (TVCCA Norwich and /or New Britain/Bristol in our approved plan).

COVID Update: For our Year THREE goals, we anticipate permission for gatherings up to 100 people in CT, but with continued mandates for PPE and social distancing.

We have these options with regard to WIC sites:

1. In person direct education if the sites have permission for guests in PPE with observation of social distancing
2. Distribution of our approved Qualtrics survey in East Hartford WIC for a new cohort of parents of toddlers and preschoolers
3. With site permission, distribute the online screener in additional WIC sites in CT.

We will continue to communicate with our WIC partners in anticipation of resuming direct education.

4. Brass City Harvest (Waterbury Farmers Market) serves to:

- Provide direct access to the low-income population in urban Waterbury, and coordinate with our nutrition education team to deliver SNAP-Ed via MyPlate materials, cooking tips/recipes, and offer vegetable tastings based on those donated by the farmers at the market.

Anticipate 500 direct nutrition education contacts each year.

Evaluation/Enhancements from Years 1 to 3:

– With coordination of recipes/tastings for vegetables distributed by farmers, and using simple on-site survey, at least 50% of the participants each year will report increased knowledge of selection and preparation of healthy foods, especially vegetables, and willingness to cook more at home (Objective1)

COVID Update: Communications with this partner have confirmed that, at present, we do not have permission to deliver direct nutrition education at the market this summer 2020 (Year 2) due to very strict parameters in CT (e.g., very brief sales and no lingering allowed). We anticipate summer of 2021 this deliverable will be back-to-normal.

5. Public Schools East Hartford (Sunset Ridge Middle School), Manchester (Bowers, Martin, Robertson, Verplanck, Waddell, Washington Elementary), Enfield (Henry Barnard School, Enfield Street School)

Our Public-School partners serve to:

- Provide direct access to afterschool/health classes of primary, elementary and middle-school age children.
- Coordinate with the UConn School and Family nutrition education team to deliver tailored messages and interactive lessons following Farm to School lessons and

reinforcing MyPlate for Kids materials in classrooms with technology-based interventions, reinforcement tastings and healthy behavior messages. Collaborative meetings with teachers result in nutrition topics most needed by students: eating more f/v, drinking fewer SSBs, exercising to balance calories in and out, etc. Tailored lessons via PPT slides are approved by SNAP-Ed RDNs. Aligned with Project 4 and the evidence for Project 4, we are utilizing the technology available in the schools and classroom to tailor nutrition education messages to reported behaviors, screen for food insecurity, which are then aligned with the school meal programs, coordinated with community food security resources and action, as well as reinforcing nutrition education materials and healthy nutrition and physical activity behavior campaigns.

Anticipate 915 direct contacts per year.

Evaluation/Enhancements from Years 1 to 3:

– Years ONE to THREE: Elementary and middle schoolers report improvements in knowledge, skills, and/or willingness to change dietary quality and physical activity will increase from 25% (year 1) to 30% (year 2) to 35% (year 3) (Objective 1; Objective 2)
-Years ONE to THREE: Continued support to our partner public schools to offer tailored nutrition education to school-age children and their families who remain on site during lunch. Evaluation will consist of post-program surveys and key informant interviews to determine that we are delivering desired topics and meeting the education needs of the population (Objective 1; Objective 3).

COVID Update: For Year THREE goals, we anticipate permission for gatherings up to 100 people in CT, but with continued mandates for PPE and social distancing. Nutrition education and visitors in school sites for FFY2021 is still undecided in CT (July 2020).

If granted permission to enter schools during the school year, we have three options:

1. In person direct education at our partnering school sites if the sites have permission for guests in PPE and utilizing social distancing
2. Direct education via a media platform such as Zoom
3. Direct education via behavioral screener and tailored messaging (Qualtrics) and game reinforcing healthy food groups with messages (<https://email.neocities.org/>)

We will continue to communicate with our school teachers/partners as the state of CT announces decisions relating to schools.

6. Senior Public Housing— West Hartford (West Hartford Fellowship); Manchester (Orford Village Commons), Vernon (Francis Pitkat Congregate Housing)

The public housing sites serve to:

- Provide direct access to low-income seniors in a community setting
- Provide a quality teaching space
- Coordinate recruitment, marketing and tailored nutrition topics
- Support West Hartford Foodshare mobile stop that provides residents with fresh vegetables. Recipes matching seasonal vegetables are provided by the UConn nutrition education team.

Anticipate 75 direct contacts per year.

Evaluation/Enhancements for Years 1 to 3:

Years ONE to THREE: At least one-third (33%) of the seniors will report improvements in overall healthier eating, basic culinary skills, and food resource management (Goal 1)
Year THREE: We will coordinate with West Hartford Fellowship to offer one (1) “virtual pop up” grocery store tour led by RDNs and trained dietetics paraprofessionals to further develop residents’ grocery shopping skills (Objective 1). Residents receive a \$10 ShopRite gift card at no cost to SNAP-Ed. This collaboration with Cooking Matters of CT funds the cards.

COVID Update: For our Year THREE goals, we anticipate permission for gatherings up to 100 people in CT, but with continued mandates for PPE and social distancing. Visitors allowed into congregate sites for FFY2021 is still undecided in CT (July 2020).

If we are granted permission to enter long term care/senior sites during the year we have two options:

1. In person direct education in PPE, and utilizing social distancing
2. Direct education via a media platform such as Zoom

Project 2—Nutrition education partnerships at food pantries that offer “client choice format” and mobile pantries to decrease food insecurity, improve dietary quality, decrease obesity risk of adults and to increase cooking at home:

Description: Freshplace, Hartford (<http://www.chrysaliscenterct.org/programs-services/community-connections/freshplace>) has had early impact successes to decrease level of food insecurity and increased dietary quality, both to promote healthy weight and prevent obesity. **MANNA, Hartford**

(<http://www.handsonhartford.org/MANNA>) provides basic needs to Hartford’s most vulnerable (homeless, children and families in crisis, low-income seniors citizens).

Enfield Food Shelf (EFS) (<http://enfieldfoodshelf.org/>) has been a non-profit volunteer

organization "assuring that no Enfield resident goes hungry because of a lack of resources."

Chrysalis Center, Hartford: The agency provides support services to adults living in poverty who struggle with mental illness, to help them live as independently as possible in the community. Their services have grown beyond community support services and case management to community employment services, community supportive housing, recovery services, affordable housing development and community connections.

DAHS Dietetics has recently offered a letter of support to the Chrysalis Center and their application for an *Urban Agriculture and Innovation Production* grant. Their goal is to increase access to healthy foods in the North end of Hartford's food desert. In the Center's basement, Urban Roots Hydroponics Grow Center produces year-round varieties of lettuce, basil and microgreens which are distributed to the community through the Freshplace food pantry and Homestead Farmers Market on site. It is at this Freshplace pantry site that our nutrition education team delivers general, nutrition education for our diverse, literacy challenged audiences based on MyPlate and the Dietary Guidelines for Americans. Nutrition sessions are "themed" for each visit: "Enjoy lean and plant protein!"; "Drink More Water!"; "Become a food label detective!". The pantry provides food products for our team to utilize product labels on the spot to educate clients. Our RDs also offer cooking tips to pantry clients and individuals in Chrysalis Center programming (an arm of the pantry program) to assist them in the use of the hydroponic lettuces and herbs they will be receiving (eg, homemade light salad dressings, handouts from Fruit and Veggies More Matters on cooking with herbs). A SNAP-Ed/DSS monitoring review took place in July 2019. Freshplace has been a community partner since 2005.

USDA Summer Meals (<https://www.fns.usda.gov/summerfoodrocks>) offer nutritious free meals for children and teens from low-income families at many locations throughout the nation and CT during the summer while the school lunch program is not available.

Foodshare (www.foodshare.org) mobile pantries (Hartford and Tolland counties) are pantries-on-wheels that bring fresh produce and other food to SNAP recipients and eligibles in need at community sites throughout Hartford and Tolland counties. The program increases access to healthy food and nutrition throughout the region serving an average of 16,000 visitors each month. In 2017 Mobile Foodshare distributed over 4 million pounds of food to 70 different locations. Positioning knowledgeable nutrition educators at pantry and mobile sites where SNAP recipients and eligibles gather is an effective means to share nutrition topics, recipes, and information (<http://healthyfoodbankhub.feedingamerica.org/>)

Commodity Supplemental Foods (Enfield): The Commodity Supplemental Food Program (CSFP) for low-income persons at least 60 years of age.

The anticipated direct education deliverables for this project are 1,770.

(Freshplace 200; Chrysalis Center 100; MANNA 200; Enfield Food Shelf 450; Summer Meal Programs in Enfield and Manchester 220; Foodshare Mobile 600).

COVID Update: It is difficult to anticipate FFY2021 deliverables of direct nutrition for this project at this time (July 2020). This project depends on face-to-face interactive nutrition education in community pantry sites in hard hit COVID areas like Hartford and Enfield, CT. We continue to stay in close touch with our pantry directors concerning program delivery. At present, due to the increased numbers of unemployed, pantry directors are communicating their need to focus on feeding clients.

SNAP-Ed funds are requested for our nutrition education team to conduct the nutrition education activities (time and travel), for reinforcement materials and supplies, and food ingredients for tastings at pantry sites and summer meals lessons.

SNAP-Ed funds are requested to fund programming in new, flexible, and responsive ways. Time and travel for our nutrition education team is budgeted to drop off materials at our community sites until we are allowed back in the pantries by CT government issue for maximum number of individuals in a site. SNAP-Ed funds also are budgeted for basic equipment to produce simple food and nutrition-related videos and copying costs for materials. The budget also includes subscription for CANVA PRO, an online platform to make high-quality and enticing nutrition education materials for print and online. At least two of our partner pantries administer a Facebook page where these videos could be posted for viewing, in addition to their location on our College of Agriculture/Extension website (<https://healthyfamilyct.cahnر.uconn.edu/>)

Lastly, SNAP-Ed funds are requested to continue to supply a small incentive to SNAP recipients and eligibles who participate in lessons and workshops in person or online.

Implementation at sites:

Pantries: Our nutrition education team provides “point of service” nutrition education to engage participants in food discussions and simple food tastings, with a recipe (SNAP-Ed Recipe Connection) and SNAP information. These collaborations depend on internal pantry scheduling (i.e., when clients shop) and occur year-round. We have collaborated over two years to assist Dr. Katie Martin (Executive Director of the Foodshare Institute for Hunger Research and Solutions) to implement the SWAP system in selected local pantries. SWAP (Supporting Wellness in Pantries) is a Stoplight Nutrition Ranking System designed to help promote healthy food choices at food banks and food pantries. It creates an easy-to-implement, easy-to-understand nutrition ranking system to categorize the food offered in a food pantry.

Chrysalis Center: With the grant award, our nutrition education team will be on site to help participants fully understand how to use hydroponic fresh vegetables they receive and the multiple ways to prepare or utilize the foods to match their family's preferences and kitchen resources.

Summer Meals Programs (St. Patrick's Church Hall, Enfield; Squire Village Manchester Community Center): our nutrition education team will supply on-site nutrition education to SNAP eligibles and recipients, 1 hour, once/week from early July to mid-August, complying with the summer meal dates for the site. Educators utilize *USDA MyPlate* and *Dietary Guidelines for Americans* to tailor simple and developmentally appropriate lessons to a wide age-range of children and their parents. Handouts and information on how to enroll in SNAP are included. The summer of 2021 will continue "virtual" lessons and email communications to parents if COVID mandates remain.

Foodshare: Tina Dugdale is a member of the Foodshare Health and Nutrition Advisory Council (FHNAC) with its goal to carefully assess, develop and implement new policies for food accepted from outside vendors for distribution by Foodshare. The Foodshare Executive Board recently voted unanimously to approve Foodshare's first ever Nutrition Policy, giving employees/volunteers the justified opportunity to reject specific truckloads of nutrient-poor foods.

USDA Commodity Foods (Enfield): We maintain a supportive role to distribute nutrition education materials (indirect contacts) for seniors on use of foods distributed in boxes. We are made aware of the items in the participant boxes and respond with a handout and/or recipe to store, prepare, and enjoy the food items. Recipes come from USDA SNAP Ed Connection (<https://snaped.fns.usda.gov/nutrition-education/recipes>). FY 2021 we will continue to distribute a flyer to participants inviting interest in nutrition phone sessions with SNAP-Ed RDs to discuss simple diet and cooking tips for increased dietary quality at home.

Each site pantry serves to:

- Provide direct access to SNAP recipients and eligibles and USDA Commodity Food recipients (Enfield)
- Coordinate with our team to tailor nutrition messages to healthy pantry foods, increased fruit and vegetable consumption, increased cooking at home, and food safety practices

Chrysalis Center serves to:

- Provide direct access to SNAP recipients and eligibles
- Coordinate with our team of educators to gain access to the site and participants with tailored nutrition education related to receipt of hydroponic vegetables

Summer Meals Program serves to:

- Support low-income (and potentially food-insecure) parents and families with free lunch during the summer months when school is not in session.

Foodshare mobiles serve to:

- Establish multiple sites for food distribution to SNAP eligibles and recipients, and
- Coordinate with our nutrition education team to provide handouts and recipes targeted to increasing vegetable knowledge, preparation and consumption.

Commodity Foods Program serves to:

- Improve the health of senior citizens by supplementing their diets with nutritious USDA Foods.

Evaluation/Enhancements from Years 1 to 3:

-Years ONE thru THREE: With on-going coordination of recipes and tastings of the foods/vegetables at pantry sites, at least 50% participants will verbally report increased knowledge of selection and preparation of healthy foods, especially vegetables, and willingness to purchase, consume, and cook more at home (Objective 1.6)

-Years ONE thru THREE: Continued support to the SWAP Program in selected pantries and assistance to implement in new pantries over time (Objective 1; Objective 3)

-Years ONE thru THREE: Support to the development and implementation of an evaluation for the SWAP Project in site pantries (Objective 3)

-Years ONE to THREE: Continued support to the summer meals program to offer tailored nutrition education to school-age children and their families who remain on site during lunch. Evaluation will consist of post-program surveys and key informant interviews to determine that we are delivering desired topics and meeting the education needs of the population (Objective 1; Objective 3).

-Years ONE to THREE: With increasing coordination of recipes for foods distributed, and using simple on-site survey in our targeted communities, at least 50% of the Foodshare Mobile participants will verbally report increased knowledge of selection and preparation of healthy foods and cooking more at home (Objectives 1.6; 3.2)

-Year THREE: Chrysalis Center education sessions will include pre-post format. Key informant interviews will determine if objectives are being met (Objective 1; Objective 3)

COVID Update: For Year THREE goals, we anticipate permission for gatherings up to 100 people in CT, but with continued mandates for PPE and social distancing. For 2021 summer, we anticipate full participation in direct nutrition education at the above sites:

1. For pantries and summer meals: If mandates for gathering size are still in effect, we anticipate collaborating with our partners to utilize a media platform such as Google Classroom if the technology exists at the site.
2. For mobiles and Commodity Food Programs: If mandates for gathering sizes affect our ability to be at a site, we anticipate coordinating with our partners to distribute handouts and recipes via site drop-off and site staff to distribute.
3. For Chrysalis Center: With awarded grant, CT COVID state mandates will be followed for our nutrition education team presence at site.

4. Will work with partnering sites to offer lessons or workshops via technology and/or gathering of groups of participants (if allowed by CT and using PPE and social distancing) that are engaging and interactive following the SNAP-Ed Key Behavioral Objectives.

We will maintain contact with these partners to determine our return to direct nutrition education opportunities.

Project 3— Addressing High Rates of Overweight/Obesity in Young Toddlers and Preschoolers

Description: We have partnered with Dr. Jennifer Harris at the UConn *Rudd Center* for Food Policy & Obesity, Dr. Molly Waring at the UConn Center for mHealth and Social Media, and with agencies in East Hartford (Connecticut Children’s Medical Center pediatric practice in East Hartford, Early Childhood Learning Center, WIC), New Britain (The Human Resources Agency of New Britain Head Start and School Readiness Program) Manchester (Manchester Early Learning Center) and Willimantic (WIC) to address the high levels of overweight and obesity that can develop in young toddlers and exists in preschoolers. This **multi-level** project is non-duplicative with other CT SNAP-Ed projects. Surveys of 135 parents/caregivers of young toddlers revealed the need for nutrition education. Approximately one-third of toddlers are being served sugary beverages daily in portion sizes larger than 8 oz. as well as in food portions larger than usual for toddlers. Parents/caregivers need to increase the diversity of fruits/vegetables they serve their children and let the toddler determine the amount of food consumed instead of encouraging them to “finish their plates.”

The anticipated direct education deliverables for this project are 1495.

COVID Update: It is difficult to anticipate an annual number of direct nutrition deliverables for FFY2021 at this time (July 2020) as CT school districts will follow a very structured re-opening process in the fall as mandated by CT Governor Lamont. This project has traditionally utilized interactive nutrition education. We continue to stay in close contact with site directors and nutrition managers about program delivery. We have continued outreach to preschool parents at Hockanum Early Childhood Learning Center in East Hartford via a parent email database that we post weekly nutrition tips and recipes.

SNAP-Ed funds are specifically requested for our nutrition education team to conduct the nutrition education activities (time and travel) described below, for reinforcement materials and supplies, and food ingredients for tastings.

COVID Update: SNAP-Ed funds are requested for programming in new, flexible, and responsive ways. Time and travel for our nutrition education team is budgeted to drop-off materials at our community sites until we are allowed by CT state government issue

that schools have reopened and specific site policy. SNAP-Ed funds will additionally be used for basic equipment necessary to produce simple food and nutrition related videos, along with materials' copying costs. The budget includes a subscription for CANVA PRO, an online platform to make high-quality and enticing nutrition education materials (print and housed electronically on our College of Agriculture/Extension website <https://healthyfamilyct.cahnr.uconn.edu/>) on dietary quality, feeding practices for small children, and information for adults' diets. Lastly, SNAP-Ed funds are requested to continue to supply small incentives like fruit and vegetable "I Tried It!" stickers to children or to adults who attend our presentations.

Implementation: We place RDs and trained paraprofessionals in direct contact with young families, parents/caregivers and children where we support *The Healthy Eating Research Feeding Guidelines for Infants and Young Toddlers: A Responsive Parenting Approach* and encourage fruit and vegetable consumption, avoidance of sugary beverage consumption, appropriate portion sizes, and healthy eating for both young toddler/pre-school age (and picky eater) and adults/families. We conduct tailored direct nutrition education in the clinical waiting rooms (pediatric centers, WIC), childcare centers, or family resource centers as well as fruit and vegetable "sensory lessons" in the classrooms, and brief contacts with parents/caregivers during pick-up/drop-off and school events. We also will implement a coordinated and evidence-based communications plan and materials to deliver persuasive, reinforcing information about the targeted behavior(s) via highly influential but infrequent contact points (e.g., well-child visits at pediatric clinics, WIC offices), via social media and mhealth concurrent with frequent tips and supportive messages through ongoing communications (e.g., Family Resource Centers, social media, text messages and our College of Agriculture/Extension website: <https://healthyfamilyct.cahnr.uconn.edu/>). The communications plan will be developed by quantitative and qualitative methods with research funding from the Connecticut Health Development Institute and Child Health Foundation. The preschool school-based programs are aligned with I am Moving/I am Learning reinforced by tastings as reported in our evidence base for Project 3 (24-30). Our collaborations also include participation on health committees (advisory boards) to improve the school food environment; we also assist to interpret weight screenings of the preschoolers. For indirect nutrition education, we supply information for tables in high traffic parent areas including culturally-appropriate and family-oriented recipes, and SNAP information.

COVID Update: We will proceed with "on site" education when permitted by our preschool sites, including the family resource centers housed in the schools. We will work with the preschool sites to provide online nutrition education via technology (Google "Smart Blackboard" is in many schools) or the parent's home internet. Our nutrition education team will deliver engaging and interactive programming following the SNAP-Ed Key Behavioral Objectives.

1. Encouraging Healthy Food Consumption in Young Toddlers and Preschoolers – East Hartford via CCMC-affiliated pediatric practice, WIC, and Early Childhood Learning Center at Hockanum School – and coordinated access to healthy foods

We have multi-level interventions in East Hartford including nutrition education in the middle schools coordinated with the school foodservice, wellness, early childhood centers, family resource centers, WIC and Hunger Action Teams. Our overall goal is to increase the effectiveness of our nutrition education efforts in East Hartford by working to increase access to healthy food, improve diet quality and promote healthy weight. Under guidance of Dr. Kristen Cooksey-Stowers, her graduate student supported by SNAP-Ed, our nutrition education team will survey food access (stores and food) for low-income families in East Hartford, share the results, and work with community leaders to increase access to healthy foods. Access will follow the dimensions of access of Caspi et al ² including availability, accessibility, affordability, acceptability and accommodation utilizing the valid and reliable method of Dr. Cooksey-Stowers ³. Results will be shared with the Hunger Action team and stakeholders as collected to encourage the conversation and community-based solutions to improve access to healthy foods. Nutrition education efforts in East Hartford will be combined with healthy food access to improve diet quality and promote healthy weight. These efforts will be evaluated through interviews with stakeholders and improvements to the healthy food environment.

Evaluation/Enhancements from Years 1 to 3:

- Years ONE thru THREE: ≥50% of the classrooms will have received a nutrition-related/sensory lesson with fresh vegetables tailored for preschoolers (Objective 1).
- Year ONE thru THREE: Coordinate nutrition education and communications plan on healthy feeding of toddlers between pediatric care, WIC program, Family Resource Centers and Childcare, Social Media (Objective 3.1)
- Year ONE thru THREE: ≥50% of parents will be able to recall and comprehend the nutrition education and communications as well as report the direct and digital communications are useful. All community partners will report that the education and communications plan is useful and feasible/practical to their organization
- Years TWO thru THREE: ≥25% of the teachers will engage in a nutrition education lesson (train-the-trainer) on healthy eating, physical activity and healthy environments (Objectives 1, 2 & 3)
- Years TWO thru THREE: Tailor the messages program to the parent/caregiver responses to a simple survey conducted on a handheld tablet in clinical waiting rooms (Pediatrics clinics, WIC) with follow-up online messages and reinforcing handouts based on the parents'/caregivers' preferences (mhealth)

- Years TWO thru THREE: Parents/caregivers will report significant and clinically relevant pre/post program changes in self-efficacy, normative beliefs, intent to engage in targeted feeding practices (Objective 1)
- Year THREE: ≥50% of the teachers will report, by our validated survey (Pediatric-Adapted Liking Survey), improved fruit/vegetable consumption among ≥50% of preschoolers who were poor or average consumers (Objective 3)
- Year THREE: Efforts will be evaluated through interviews with stakeholders and improvements to the healthy food environment. Results will be shared with the Hunger Action Team and stakeholders as collected to encourage the conversation and community-based solutions to improve access to healthy foods.

COVID Update: For Year THREE stated goals, we anticipate permission for gatherings up to 100 people in CT, but with continued mandates for PPE and social distancing.

If we are granted permission to enter community sites to engage with parents and children, we have three options:

1. In person direct education in PPE and utilizing social distancing
2. Direct education via a media platform such as Zoom or Google Blackboard
3. Direct education via a social media platform/private group on Facebook

Our year 3 evaluation plans will move forward via interviews with key informants in our partner sites/schools, and assessment of data collected to this point.

2. New Britain Head Start (NBHS); Manchester Early Learning Center, Manchester; Early Childhood Learning Center at Hockanum School, East Hartford CT; Hartford Pre-Kindergarten Magnet School, Hartford CT and Windham Regional Community Council's Early Childhood Program in Willimantic.

Evaluation/Enhancements from Years 1 to 3:

- Years ONE thru THREE: ≥50% of the classrooms will receive a nutrition-related/sensory lesson on healthy foods tailored for preschoolers (Objective 1)
- Year TWO thru THREE: ≥25% of the teachers will engage in a nutrition education lesson (train-the-trainer) on healthy eating, physical activity, and healthy environments (Objectives 1, 2 & 3)
- Year THREE: ≥50% of the teachers will report, by our validated survey, improved fruit/vegetable consumption among ≥ 50% of preschoolers who were poor or average consumers (Objective 3)

COVID Update: For Year THREE stated goals, we anticipate permission for gatherings up to 100 people in CT, but with continued mandates for PPE and social distancing.

If we are granted permission to enter community sites to engage with parents and

children, we have three options:

1. In person direct education in PPE and utilizing social distancing
2. Direct education via a media platform such as Zoom or Google Blackboard
3. Direct education via a social media platform/private group on Facebook

Our year 3 evaluation plans will move forward via interviews with key informants in our partner sites/schools, and assessment of data collected to this point.

Project 4—Nutrition Education partnership to improve diet quality and decrease obesity risk of children: CT Children’s Medical Center (CCMC) Emergency Department, Primary Care and Dental Clinics

Description: CCMC is an urban children’s health care facility (65% Medicaid recipients). In the Pediatric Emergency Department or Primary Care or Dental Clinic, we partner with the physicians (Dr. Sharon Smith), dentists (Karen Kemp-Prosterman, D.D.S.), healthcare staff, and premed undergraduates to screen parents and children for diet/physical activity behaviors that increase risk of obesity with a simple liking survey—the Pediatric-Adapted Liking Survey (PALS)—as well as assess body mass index percentile and waist circumference percentile. To be able to provide parent and child immediate and tailored messages based on the PALS responses, we put the PALS and health (dental health, body image, sleep) and food insecurity questions online with the UConn-supported Qualtrics platform.

From a PED cohort of over 900 children ⁴, we developed algorithms from the online PALS responses to trigger messages of positive reinforcement and encouragement of healthy eating and physical activity. These messages were developed with interactions with 300+ middle schoolers (separate school districts) about sugary beverages, water, fruit, physical activity and screen time. With the online PALS, we can provide immediate tailored messages. These messages work within the constructs of the social cognitive theory, supporting intentions to—and subsequent changes in— behavior. The next step is to communicate the screening findings and message focus with the primary care physician and to use the Qualtrics platform to send follow-up healthy eating and physical activity messages coordinated with website information and recipes. Funding from USDA Hatch will test the impact and refine the message system.

The anticipated direct education deliverables for this project are: 650.

COVID Update: It is difficult to anticipate FFY2021 direct education deliverables at this time (July 2020). This project utilizes interactive nutrition education via Qualtrics technology and our website (<http://www.healthyfamilyct.cahnr@uconn.edu>). We are working with pediatric dentist, Dr. Karen Kemp-Prosterman, to build a private Facebook group to reach her Medicaid patients and families with nutrition education.

SNAP-Ed funds are requested for the parking, supplies, and materials for our nutrition education team to deliver direct nutrition education activities and evaluation. Funding is also requested to train and monitor the volunteer paraprofessionals in the delivery and evaluation of these nutrition education activities.

COVID Update: SNAP-Ed funds are requested for programming in new, flexible, and responsive ways. The budget includes a subscription for CANVA PRO to make high-quality and enticing nutrition education materials (print and online, housed on our College of Agriculture/Extension website (<https://healthyfamilyct.cahnr.uconn.edu/>) and aligned with the SNAP-Ed goals for children and their families. SNAP-Ed funds are requested to continue to supply small incentives to those who participate in programming.

Implementation: All parent and child dyads receive “My Weight Ruler” handout with the child’s BMI% category in a culturally-relevant manner ⁵ and supportive positive messages (avoiding negative messages of dieting, restriction or weight loss, which can result in poor outcomes). Qualtrics algorithms of the online PALS responses generate tailored messages and reinforcing pictures. For example, they receive a positive vegetable message with liking vegetables and behavior change message with high liking of sugary drinks.

Aligned with the social cognitive theory, children and parents report willingness to improve or maintain the target behavior ⁶. The nutrition education team provides reinforcing handouts, our website for more information, and nutrition education. Parents who report food insecurity via the online survey will receive a text message with website about SNAP and food security resources.



Keep crunching on veggies! The more you eat the better they're packed with vitamins and fiber!



Stop your thirst with water! Sugary drinks will just make you thirstier!

Please think about the message that you just received.



How much would you like to try eating more veggies?

Based on voluntary approval, parents will receive one weekly message either by email or text for 4 weeks after the clinical visit. The message will be tailored to their most desired behavior change and their stage of behavior change. The last week will include a brief follow-up survey to assess action towards the recommended behavior change and satisfaction with the messages.

COVID Update: We will proceed with “on site” education when permitted by the clinical site. We will work with the pediatric dental clinics to reach children and families through technology, including direct education via a media platform such as Zoom or Google Blackboard or social media platform/private group on Facebook.

Evaluation/Enhancement from Years 1 to 3:

- Years ONE thru THREE: 85% of parent/child dyads will report that the messages in the PED or sent home are useful; 50% will report the intent to make changes to improve on their diet quality and physical activity for supporting a healthy weight; and 30% will report that they improved their healthy behaviors. We will continue to refine the messages based on reports from the parents, children and stakeholders.
- Years TWO and THREE: Coordinate the screening information and message programs with the primary care physicians or dentists.

COVID Update: Our year THREE evaluation plans will move forward as indicated.

Evidence Base:

Provide the name of each project, identify the evidence level, either research- or practice-based, and cite the supporting references. (Refer to the Checklist for Evidence-Based Approaches in Appendix E.

Successful reductions in rates of childhood obesity occur in communities that implement **multi-level interventions** to improve diet and physical activity as well as engage stakeholders ⁷. We have rich and robust community partnerships over 16+ years that have built rapport and trust so that these collaborators look to us and include our team in plans to improve the healthiness of low-income children and families. Our project delivers nutrition education and our nutrition education team serves as partners and leaders throughout our targeted community areas to increase access to healthy foods and plan environments that support healthy weights. This work aligns with the mission and activities of being employees and students of the University of Connecticut, College of Agriculture, Health and Natural Resources. We utilize evidence-based nutrition education approaches and materials, including MyPlate, the Dietary Guidelines for Americans, USDA FNS Core Nutrition Messages and USDA Food Safety Resources.

Project 1: *Multi-level obesity prevention via community partnerships*

The approaches outlined in Project 1 are research-based. For FoodCorps, program evaluation by the Tisch Center for Food, Education and Policy ⁸ shows that >75% of schools with the presence of FoodCorps after one year had measurably healthier school food environments. In addition, students who participated in FoodCorps hands-on activities (cooking and gardening, activities to incorporate fruits and vegetables into their diets) tripled their consumption of fruits and vegetables. And, school systems with more

resources in the FoodCorps activities showed greater outcomes. From a published cluster randomized controlled trial, school gardening interventions need to be combined with school-based education to improve dietary quality of children ⁹. These findings support our efforts to partner with FoodCorps to increase their reach and develop greater child and family engagement with the program to achieve healthy diet and obesity prevention goals. There is theoretical support for the association between cooking more at home and prevention of chronic diseases ¹⁰. Cooking Matters was evaluated using a quasi-experimental design with nonequivalent comparison group and 6-month follow-up ¹¹. In the evaluation, low-income participants had improved confidence in food resource management skills and worried less about food running out by the end of the month.

These findings support that Cooking Matters helps low-income families eat healthier, even during times of economic hardship. Cooking Matters at the Store also has shown positive impact from program evaluation ¹². Five weeks after a single tour, participants reported saving money on groceries because of using food management strategies, a greater level of food security, and purchasing healthier foods. The impact was greatest among SNAP participants. Our own evaluation of Cooking Matters at the Store showed high satisfaction of the nutrition education by clients and grocery store administrators.

According to the USDA, there has been a sharp increase in SNAP redemptions at farmers markets, including a 69.7% increase in Connecticut from 2012 to 2017 (<https://fns-prod.azureedge.net/sites/default/files/snap/SNAP-Farmers-Markets-Redemptions.pdf>). Mobile food pantries increase the access to fresh produce among low-income families who have limited means of transportation ¹³. Our practice of coupling recipes with tastings of vegetables available at farmers markets and pantries can increase the preparation and consumption of these vegetables ¹⁴. Based on our results and from others ¹⁵, social media is a very good way to interact with low-income families to tailor nutrition education to the foods that families like to prepare and to improve the relevance of nutrition education offerings on the internet.

Technology offers adolescents familiar communication channels to encourage accurate reporting and provide tailored messages. For middle schoolers in a school setting and coordinated with the child nutrition program over the last two academic years ^{16,17}, we found that an online survey was useful and feasible for assessing student health behaviors and providing tailored messages ¹⁸. Over 500 middle schoolers completed the pediatric-adapted liking survey (PALS) ⁴, questions about sleep, school meals, and food security. The students reported survey acceptability and found it useful. PALS-response algorithms triggered healthy reinforcement/encouragement messages. Adolescents reported their feelings about the messages and readiness to change the target behavior. Over 90% of the students reported that they could do the survey easily themselves and 75% said that doing the survey made them think about what they do.

Students received an average of 2-3 messages tailored to PALS responses—most frequent were reinforcing (increasing water or whole grain consumption) or encouraging (drink water or eat fruit instead of sugary foods/beverages). About 80% of students reported liking to try to improve the target behavior of at least one message (e.g., drinking water instead of sweet drinks) and learning something new from the messages; 75% were open to receiving future messages. The survey results become the basis for tailored, school-wide nutrition education in coordination with the school meals ¹⁸.

Project 2: *Nutrition education partnerships at food pantries that offer “client choice format” and mobile pantries to decrease food insecurity, improve dietary quality, decrease obesity risk of adults and to increase cooking at home*

The approaches outlined in Project 2 are research-based. Our collaborations with pantries include food tastings of healthy products that are untypical or uninteresting to some cultures and pantries cannot move out (e.g., wheat bread for white; whole grain pasta for white; some vegetables; and ingredients in simple recipes to increase cooking at home). Offering this nutrition education at food pantries increases diet quality of the individuals and families ¹⁹. SNAP-Ed can decrease the risk of food insecurity according to an observational study ²⁰. According to statistics presented in a recent peer-reviewed scientific paper, Connecticut colleagues including Dr. Katie Martin (Executive Director of the Institute for Hunger Research and Solutions, Foodshare) and Dr. Marlene Schwartz (Director, UConn Rudd Center) ²¹, up to half of families who use food pantries have the double burden of food insecurity and a chronic disease. These researchers have spearheaded a feasible method to rank foods in food banks/pantries by nutritional criteria (Supporting Wellness at Pantries or SWAP). The goal of SWAP is to increase the supply and demand for healthier foods in food banks/pantries ²¹. From initial evaluation of SWAP piloted in 6 Connecticut pantries, 2/3 of the pantry staff/volunteers liked the system and said that it was easy to use ²¹.

Project 3: *Addressing High Rates of Overweight/Obesity in Young Toddlers and Preschoolers*

The approaches outlined in Project 3 are research-based. Numerous peer-reviewed scientific research as well as our own evaluation studies have shown that with young toddler and preschool interventions involving parents and teachers, parents help to establish and develop healthy eating behaviors early for promotion of healthy weight and reduction of the risk of obesity. Data from the 2011-2012 NHANES shows risk of obesity of infants and young toddlers at 8.1%, which in turn, increases the risk of childhood obesity ²². Infants and young toddlers from low-income families have disparities in diet quality and nutrient intakes compared with those from higher income families ²³. The Robert Wood Johnson Foundation’s Healthy Eating Research Program in collaboration with the USDA/CDC Pregnancy and Birth to 24 Months Project provide evidence-based guidelines for feeding and for translating into nutrition education

practices in the home, school and agencies reaching young toddlers ²⁴. There is great developmental plasticity between 1 and 2 years old, when toddlers transition from breastmilk or formula and pureed foods to the family diet. Food preferences established at this age lay the foundation for a lifetime of healthy or unhealthy eating. Toddlers must have continuous exposure to a variety of healthy solid foods of differing textures and tastes (including fruits/vegetables) to develop a preference and regularly consume healthy beverages (including water and plain milk), while limiting consumption of sugar-sweetened beverages, juices, sweets, and other nutrient poor foods. Early adoption of fruit/vegetable liking associates with more favorable weights later in childhood ²⁵.

Low-income mothers report conflicting messages from pediatricians, nutrition programs, family members and friends ²⁶. While pediatricians' advice is highly trusted, well-child visits are as brief as 15 minutes to assess and address health needs, leaving limited time for nutrition guidance. Fueling the confusion, the Internet inundates new parents with advice (often company-sponsored) that promotes nutritionally poor toddler products ²⁷. Although nutrition educators find mothers are receptive to messages to improve their child's diet ²⁸, messages must be tailored to the child-mother dyad, involve their peers, and be consistent with messages from clinicians. As low-income parents seek online information via smartphones, messages on recommended feeding practices must be short, cogent, and easily accessible by current and emerging social media ²⁹.

Our quantitative and qualitative research in East Hartford, CT identified toddler-feeding behaviors that deviate from recommendations. We aimed to examine the feasibility of using a private Facebook group to share information with parents on these behaviors. ³⁰⁻³². For example, 54% reported serving sweetened drinks to toddlers and 17% served sweetened milks. One-half served them in sippy cups for easy consumption and 63% in 8+ oz. cups. The majority also served their toddler unhealthy snacks, including sweets (55%), salty snacks (52%) and crackers (78%). Nonresponsive feeding was also common. Only 13% reported that their child mostly/only decides how much to eat, and 55% reported that they make their child finish all food served sometimes/always.

Eighty-one percent of these families used Facebook regularly and, from focus groups, low-income families with toddlers would be very interested in receiving information via a private Facebook site.

Preliminary results support that our toddler feeding screener with tailored messages has high parent usability and acceptability ¹. The 42-item screener was offered to parents upon check-in for 1-4-year-old nutrition education and mid-certification appointments. Through their smartphones, parents could complete the screener and receive feeding messages (three tailored to screener responses and one general), opt to send the messages to their email, indicate willingness to address the target behaviors, and rate the acceptability of the screener and messages. In real-time, screener responses and

messages were emailed to the nutritionist to assist with counseling. Fifty-one parents completed the screener (completion time: 5-15 minutes), with good variability in frequency of tailored messages received (37% SSB, 61% snacking, 69% responsive feeding) and high willingness to address the target behavior (84% SSB, 97% snacking, 77% responsive feeding). Most affirmed ease in screener completion (86%), the messages were helpful (88%), and liking to receive more messages in the future (57%). Adjustments improved the process from WIC check-in to counseling appointment.

From our preliminary findings, Facebook offers a feasible modality for disseminating evidence-based child nutrition information to parents. Sixteen mothers and 3 fathers joined our private Facebook group in Spring 2020. All participated in 21 weeks of posts on three main toddler-feeding behaviors (healthier beverages, healthier snacks, and responsive feeding), along with healthy recipes, and access to healthy food. After 21 weeks, our 55 posts were viewed between 1-13 times. On average, 5 parents viewed each post. Parent response (at least one like/love/comment) was 67% of our posts. Retention was 100% of parents. Eight of nineteen parents (42%) completed a survey during week 12 of the intervention. Parents reported either visiting the group 0-1 time (50%) or 2-3 times (50%) per week. The majority of parents (62.5%) strongly agreed that they found the information in the posts useful, that they got ideas from the posts that helped them feed their child, and that they would recommend this group to a friend.

Preschoolers also fall short of dietary recommendations with low intakes of fruits and vegetables and, according to the NHANES 2013 to 2016, 11.6% are obese ³³. Over half of preschoolers (58%) attend center-based childcare according to the 2016 U.S. Department of Education, National Center for Education Statistics (nces.ed.gov/fastfacts/display.asp?id=4). Our sensory lessons with the preschoolers are grounded in scientific evidence. Sensory lessons with fruits and vegetables encourage preschoolers to taste ^{34,35}, especially if this lesson is not during mealtime ³⁶. Nutrition education in childcare centers improve intakes of vegetables in the center as well as in the home from a randomized group study ³⁷. Our interventions have been refined and sustained over the years, which supports positive impact of SNAP-Ed interventions delivered in child care centers on preschoolers' diet quality ³⁸. Our SNAP-Ed has shown significant ability to improve diet quality and carotenoid status among preschoolers ³⁹. The diet quality measure was a simple liking survey ⁴⁰ that was responsive to changes in the intervention and the carotenoid status measure ³⁹.

Project 4: CT Children's Medical Center (CCMC) Emergency Department, Primary Care and Dental Clinics

The approaches outlined in Project 4 are research-based. Elevated rates of childhood obesity call for multi-tiered approaches, including prevention efforts in clinical settings ⁴¹. Chronic illnesses have been targeted in the pediatric emergency department (PED), including screening, brief interventions and referrals ⁴²⁻⁴⁵. Adolescents and low-income

children who use PEDs have been shown to have unhealthy dietary behaviors and often do not obtain primary medical or preventive care ^{42,46}. Brief interventions for obesity treatment and prevention have successfully been accomplished in the PED ⁴³.

We propose continuing our brief intervention in the PED for children being treated for non-urgent issues, combining communicating the BMI percentile with the evidence-based My Weight Ruler ⁵ and quick screening of dietary and physical activity behaviors with the Pediatric Liking Survey (PALS). The PALS has proven feasible in a clinical setting (high response rate, excellent clinical-home test-retest reliability ⁴⁷. In usual care visits at CCMC pediatric emergency department (PED) ⁴, 925 children and parents completed the PALS. A Healthy Behavior Index constructed from the PALS responses was able to detect differences in healthiness in parent > child, gender (females > males), age (older > younger), health insurance (private > public), and community description of the family residence (higher income/food security > lower income/ food security).

The online PALS was useful and feasible for screening children's behaviors in a clinical setting and getting children to reflect on their behaviors ⁶. Messages tailored to the child's likes/dislikes appeared useful to encourage/reinforce behavior change. Child-parent dyads (n=705) admitted to an urban PED for non-urgent care were enrolled (average child age=10.87, ~50% public health insurance). Both completed a tablet-based PALS (28 foods, 7 activities); children reported for themselves and parents reported their child's likes/dislikes. From BMI percentile (BMIP), 35% were overweight/obese. Children received reinforcement/encouragement messages algorithmically-generated from the PALS responses. A sub-sample (n=110) reported liking/disliking of changing the messages' target behavior. The online PALS took <5 minutes to complete, with excellent child-parent intraclass correlation coefficients. Children (>70%) reported completing PALS without help, it was fun, and made them think about their behaviors. Dyads averaged between 2-3 messages. The most frequent type received varied by the child's BMIP: drinking more water (underweight); encouraging more physical activity and less sweets (normal weight); reinforcing more fruit (overweight); and consuming less salty snacks and sugary drinks (obese). Children (80%) reported the messages were helpful and learned new information. In the sub-sample, children (77%) and parents (82%) online reported that they would love/really like/like to change the target behavior.

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Key Performance Indicators (KPIs):

Across all projects, we maintain a comprehensive web-based system to document direct and indirect contacts as well as comply with EARS reporting. This system is

securely accessible anywhere via the internet, has checks/balances/back-up systems for accurate program reporting and forecasting future program delivery. We are complying with the mandated changes.

COVID Update: In addition to direct and indirect contacts, we will collect and report on website analytics for our UConn College of Agriculture/Extension site (<https://www.healthyfamilyct.cahnr@uconn.edu>). All projects also have participant and stakeholder satisfaction with—and relevance to—our nutrition education.

Project 1A—Multi-level obesity prevention via partnerships with FoodCorps, Cooking Matters, Cooking Matters at the Store (CMATS), and grocery stores in low-income communities.

FoodCorps

- New FoodCorps collaborations/districts
- Parent involvement with FoodCorps/SNAP-Ed collaborations
- Coordination of food tastings with menu offerings
- Changes in wellness indicators in the School with the FoodCorps/SNAP-Ed collaborations including healthy menu items
- Change in nutrition knowledge, intent to change, and change in fruit and vegetable consumption of the school meal offerings (measured by plate waste or reported food waste and online PALS ^{16,17} as possible)

COVID Update: The performance indicators listed above remain, with updates for partner lessons and participation post COVID:

- Number of food and nutrition events (live or online) in collaboration with FoodCorps
- Numbers reached with online education sessions and interactive nutrition education ^{16,17}
- Numbers reached with direct nutrition education

Cooking Matters

- New target area to deliver Cooking Matters series (6 classes) and grocery store events
- Ability to shop for and plan a healthy meal and increased willingness to prepare and consume a healthy diet

COVID Update: The performance indicators listed above remain, with updates for partner lessons and participation post COVID:

- Number of food and nutrition events (live or via online) in collaboration with Cooking Matters
- Numbers reached with online cooking education sessions developed by CM

Grocery Store Collaborations

COVID Update:

- Social Media analytics: Numbers reached with nutrition “topic” postings via ShopRite(local) Facebook
- *ShopRite from Home* analytics: If permission granted by Wakefern Corporation to include our website link (<https://www.healthyfamilyct.cahnrc.edu>) on shoppers’ “check out page”, we will report website reach.

Project 1B—Multi-level obesity prevention via community partnerships.

Charter Oak Health Center (COHC)

- Changes in diet quality from pre-post surveys ⁴⁸ and self-reported confidence in cooking more at home ⁴⁹
- Changes in body weight
- Continued collaboration on cooking classes and accompanying nutrition education

COVID Update: The performance indicators listed above remain, with updates for partner lessons and participation post COVID:

- Number of food and nutrition events (live or online) in collaboration with COHC
- Numbers reached with online education sessions

GROW Windham

- New sites for nutrition education and increasing access to healthy foods
- Changes in knowledge for healthy eating and intent to improve dietary behaviors via the validated online survey ^{4,47} and tailored messages ^{6,16,17}.

COVID Update: The performance indicators listed above remain, with updates for partner lessons and participation post COVID:

- Number of new sites to survey community members (when state mandates allow)
- Number of collaborative materials developed and distributed

WIC

- Coordination with WIC to offer nutrition education that is tailored to families
- Coordination with WIC to continue to offer approved nutrition screener to parents
- Coordination with WIC to develop new private Facebook groups
- Facebook analytics and parent responses to the private Facebook groups

COVID Update: The performance indicators listed above remain, with updates for partner lessons and participation post COVID:

- Number of food and nutrition events or lessons (live or via online) in collaboration with partner WIC sites
- Numbers reached with online education sessions

Brass City Harvest Farmers Market

- Coordination of recipes and nutrition education with vegetables available.
- Changes in knowledge, selection, preparation and diet behaviors.

COVID Update: The performance indicators listed above remain for the summer of 2021 in anticipation of CT Farmers Markets functioning normally post COVID vaccine.

Public Schools and Senior Housing

- Changes in knowledge for healthy eating and intent to improve dietary behaviors.
- COVID Update: The performance indicators listed above will change based on permission for SNAP-Ed educators to enter partner sites:

- Number of food and nutrition events (live or via online)
- Numbers reached with online education sessions

Project 2—Nutrition education partnerships at food pantries that offer “client choice format”, and mobile pantries to decrease food insecurity, improve dietary quality, decrease obesity risk of adults and to increase cooking at home.

- Changes in knowledge, selection, preparation and consumption of a healthier diet
- The nutrition education team monitor the SWAP program in select pantries to help grade the healthiness of the pantry foods being shelved, and to reposition those placed errantly.

COVID Update: The performance indicators listed above remain, with updates for partner lessons and participation post COVID:

- Number of food and nutrition events or lessons (live or via online) in collaboration with partner pantry sites
- Numbers reached with online education sessions
- Numbers reached and satisfaction, via social media platforms

Project 3— Addressing High Rates of Overweight/Obesity in Young Toddlers and Preschoolers

- Changes in the quality of teacher-reported classroom nutrition education.
- Participation in social media, Facebook analytics, and satisfaction with social media involvement.
- Coordination of nutrition education and communications plan between clinical, outreach, educational settings as well as the client’s home
- Changes in parent-reported self-efficacy, normative beliefs, and intent to engage in targeted feeding practices of young toddler ³⁰.
- Preschooler’s changes in fruit and vegetable consumption in school and home ³⁹.

COVID Update: The performance indicators listed above remain in effect for the anticipated dates the nutrition education team will be able to re-enter schools, with updates for participation post COVID:

- Number of food and nutrition events or lessons (live or via online) in collaboration with partner preschool sites
- Numbers reached with online education sessions
- Numbers reached with social media/Facebook private group
- Facebook analytics and parent responses to the private Facebook groups

Project 4: CT Children’s Medical Center (CCMC) Emergency Department and Primary Care and Dental Clinics

- Changes in intent and improvements in diet quality and physical activity as reported by the validated online survey ^{4,47} and tailored messages ⁵⁰.
- Coordination of the screening information and message program with primary care physicians or dentists

COVID Update: The performance indicators listed above remain in effect for the anticipated dates the SNAP-Ed team will be able to re-enter the CCMC, with updates for participation post COVID:

- Number of surveys obtained
- Numbers reached or numbers of participants on social media Facebook private group
- Facebook analytics and parent responses to the private Facebook groups

Use of Existing Educational Materials:

Source	Specific Author	Description	Language	Cost
Dietary Guidelines 2015-2020 (will refer to DGA 2020-2025 when released) USDA “Start Simple w My Plate” Adults USDA Choose MyPlate for Kids; SNAP-Ed “My Plate for My Family”	Unknown	Approved USDA materials	Eng and Span	No cost

Iowa State Extension	Unknown	12-m cal w recipes to encourage cooking at home	Eng and Span	\$.85 each for order of 500
USDA: SNAP-Ed Connection: Recipe Finder/Mixing Bowl; Team Nutrition; Fight Back Food Safety; USDA FNS Core Nutrition Messages	Unknown	Approved USDA materials	Eng and Span	No cost
Produce for Better Health Foundation www.pbhfoundation.org)	Unknown	Topic reinforce handouts	Eng and Span	No cost; download- able
Cooperative Extension System: www.extension.org/families_food_fitness	Unknown	Topic reinforce handouts	Eng and Span	No cost; download- able
FoodCorps USA/FoodCorps of CT Foodcorps.org	Unknown	Topic reinforce handouts	Eng and Span	No cost
Professional organizations (Academy of Nutrition and Dietetics)	Various RD/PHD authors	Topic reinforce handouts	Eng and Span	Handouts at low cost or download able
New England Dairy & Food Council www.newenglanddairycouncil.org		Topic reinforce handouts	Eng and Span	Handouts and/or items less than \$5.00

Visualz www.getvisualz.com		Topic reinforce handouts	Eng and Span	Handouts and/or items less than \$5.00
Positive Promotions www.positivepromotions.com		Topic reinforce handouts	Eng and Span	Handouts and/or items less than \$5.00
Nutrition Matters www.numatters.com			Eng and Span	Handouts and/or items less than \$5.00
Nasco Nutrition www.enasco.com/nutrition			Eng and Span	Handouts and/or items less than \$5.00

Development of New Educational Materials:

No new material or curricula development with SNAP-Ed funds are planned for FFY 2021, although we will modify approved materials to tailor to the SNAP-eligible and their family, and will modify/upgrade to online platform tools that create professional and inviting materials (e.g., CANVA). Our electronic materials will be housed on our College of Agriculture/Extension website: (<https://www.healthyfamilyct.cahnr@uconn.edu>)

Evaluation Plans

Our project does not involve large-scale evaluation and only historical controls (e.g., previous Child Nutrition Program participation). Our team has secured funding from the Connecticut Child Health Development Institute as well as USDA Hatch to evaluate Projects 3 and 4.

Name: All Projects 1a, b; 2; 3 and 4 will be a part of our evaluation efforts

Type: Short-term outcome or impact assessment and process evaluation

Questions: See questions below

Approaches and Planned Use: We plan to share the findings with local stakeholders and use the results to improve our SNAP-Ed program effectiveness.

Short and medium-term questions and outcomes within the SNAP-Ed Evaluation Framework where appropriate:

1. Did our program recruit new sites to deliver nutrition education or new partnering organizations? (ST7: Partnerships)
2. Did any partnering school systems improve the healthy meal offerings at breakfast or lunch? (MT5: Nutrition Supports)
3. Did the participants state a willingness to change behaviors for obesity prevention? (post-test only) (ST1: Healthy Eating)

As part of our **short-term outcome evaluation**, we will assess willingness to change or reported change, including the following examples:

- Student, client or parent reported change in nutrition knowledge, change in preference as a proxy for consumption ^{39,40,47}, self-efficacy, food safety practices as well as intent or motivation to change dietary and physical activity behaviors
- Working with the school lunch program directors to document participation in School Lunch/Breakfast Programs and increased selection of fruits/vegetables at school lunch ⁵¹. Working with teachers and via observation to document changes in preschoolers' consumption of vegetables at lunch
- Parent-reported motivation/anticipated behavior changes to increase purchasing and preparation of healthy foods
- Observed improvements in cooking/shopping skills of participants engaged in "hands-on" skill-building, and direct nutrition education lessons through validated instruments

Process evaluation to assess the effectiveness and continuous quality improvement (CQI) of our nutrition education to reach target audiences in an effective manner, we will utilize:

- Interviews with community partners and key informants (ST8: Multi-sector Partnerships and Planning)
- Coordination of nutrition education messages with food distribution, across programs, and with other professionals reaching the target audience (ST8: Multi-sector Partnerships and Planning)
- Coordination of nutrition education messages and foods available or distributed (ST1: Healthy Eating; ST7: Partnerships)

- Orientation and direct observation of volunteer paraprofessionals by registered dietitians/nutrition educators
- Group discussion, reflection, and feedback on nutrition education delivery between volunteer paraprofessionals, nutrition educators and community partners
- Network and sharing best practices with nutrition educators via the Academy of Nutrition and Dietetics, CT Academy of Nutrition and Dietetics, Cooperative Extension, EFNEP, Food Corp, SNAP-Ed Connection and End Hunger, CT (ST8: Multi-sector Partnerships and Planning)
- Post-activity surveys conducted for select direct nutrition education activities to assure high level of satisfaction and quality of the activity (ST: Readiness and Capacity)
- Engagement of our nutrition education team within organizations that work toward obesity prevention for SNAP-Ed recipients and eligibles (ST: Readiness and Capacity)
- Monitoring and upkeep of EARS data collection and reporting system

Prior Evaluation:

UConn School and Family Project has consistently conducted process and short/medium term outcome evaluations toward stated SNAP-Ed CT state goals, following SNAP-Ed evaluation guidelines (www.fns.usda.gov/sites/default/files/SNAPEDWaveII_Guide.pdf). We have documented any evaluation in the evidence/research-based section of this proposal.

Use of SNAP-Ed Evaluation Framework:

Based on the SNAP-Ed framework, our projects address the following components:

	Readiness and Capacity (Short Term)	Changes (Medium Term)	Effectiveness and Maintenance (Long Term)
Individual	Goals and Intentions: ST1: Healthy Eating ST2: Food Resource Management	Behavioral Changes: (same as left) Post survey documents willingness and motivation to change food and exercise habits	N/A

	<p>ST3: PA and Reduced Sedentary Behavior</p> <p>ST4: Food Safety</p> <p>*Addressed in educational workshops</p>		
Environmental Settings	<p>Organizational Motivators:</p> <p>ST5: Need and Readiness</p> <p>ST6: Champions</p> <p>ST7: Partnerships</p>	<p>Organizational Adoption and Promotion:</p> <p>Outreach to sites where SNAP recipients work, learn and shop (schools, grocery stores, community gardens, etc.)</p> <p>Cafeteria tastings and menu changes in the NSLP in part due to UCONN/Food Corps collaboration</p> <p>Grow Windham partnerships to increase access to fruits and veggies and local foods</p>	N/A
Sectors of Influence	<p>Multi Sector Capacity:</p> <p>ST8: Multi-sector Partnerships and Planning</p> <p>MT11: Linkages between pediatrics and community activities for obesity prevention</p>	<p>Grow Windham (and partners: Willimantic Schools, WIC, CLiCK community kitchen and co-op)</p> <p>Toddler Grant (healthy consistent messaging to Moms)</p>	

	MT5: Nutrition Supports for Obesity Prevention	Cooking Matters; CCMC collaboration; COHC; all pantry partnerships; Food Corps	
	MT8: Agriculture LT12: Food Systems	Farmers Market/CSA; pantries; mobiles	

Coordination of Efforts

The UConn School and Family SNAP-Ed team has increased its use of electronic, Qualtrics-based data collection on the diet and physical activity behaviors of SNAP and SNAP-eligible individuals and families to demonstrate outcomes consistent with the SNAP-Ed Evaluation Framework. Qualtrics, an online survey and data collection platform, is available at no cost to our project through the University of Connecticut. Qualtrics provides a confidential (no personal identifiers) method to collect and maintain information to electronically assess and evaluate our SNAP-Ed projects. Our target audiences access user-friendly, Qualtrics surveys on their Smartphones and UConn Tablets. In particular, we utilize—and will increase our utilization of—electronic collection of diet and physical activity behaviors in our projects toward our State goals of increasing healthy food choices and physical activity. For example, in our school-based SNAP-Ed activities, we evaluate improvements in diet quality (diet healthiness) and physical activity through Qualtrics online behavior checklists from pre to post intervention. We plan to increase our use of electronically collected evaluation data that indicates progress toward our State-level goals and objectives. These data are kept on a secure UConn server for reporting outcomes of our SNAP-Ed work.

COVID Update: UConn School and Family anticipates continued use of Qualtrics surveys during FFY2021, via links from private Facebook groups and at the choice/option of the participant. A number of our projects lend themselves to the possibility of direct nutrition education via social media platforms where Qualtrics serves as a valuable “pre” and “post” evaluation tool. We work with the UConn Center for mhealth and Social Media (<https://mhealth.inchip.uconn.edu/>) to assist us with leveraging Facebook for delivery of nutrition education interventions. For the website, we anticipate continuous collaboration with communication specialists in the College of Agriculture/Extension to update and refresh the site and collect data analytics for reporting purposes.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

UConn School and Family SNAP-Ed does not have programming specific to ITOs.

Name of the individual(s) contacted:

N/A

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

N/A

Template 3: SNAP-Ed Staffing Plan

Project Name: UConn School and Family SNAP-Ed FFY 2021

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Project Leader—Valerie Duffy, PhD, RD \$148,059 9-month base salary, 19.5% fringe on summer only.	0.0398 FTE (40 hrs/wk) (base + 3 mo. summer @ \$49,353)	30%	70% (approaches 1 & 2)	\$9,389
Program Specialist—Tina Dugdale MS RN RD CD-N \$ 69,786 11-mth salary, 43% fringe	76% of 11-mo appointment (40 hrs/wk) or 0.70 FTE	5%	95% (approaches 1 & 2)	\$75,843
Nutrition Educator – hourly (Donna Zigmont RD CD-N) Spec. Payroll \$40.79/hr, 19.5%fringe	17 hrs/wk, 52 wks/yr; 0.49 FTE based on 35 hrs/wk full time	20%	80% (approaches 1 & 2)	\$43,089
RD Nutrition Educator – grad student (Rachel Hildrey) 100% academic yr (\$24,314 base; 15.5% fringe); summer @ \$31.01/hr; 19.5% fringe)	780 hrs academic yr; 110 hrs in summer; 0.43 FTE	5%	95% (approaches 1 & 2)	\$32,159
RD Nutrition Educator – grad student (Haley Gershman) 100% acad yr (\$24,314 base; 15.5% fringe); summer @ \$31.01/hr; 19.5% fringe)	780 hrs academic yr; 110 hrs in summer; 0.43 FTE	5%	95% (approaches 1 & 2)	\$32,159
RD Nutrition Educator – grad student (Jaclyn Lerner) 50% acad yr (\$24,314 base; 15.5% fringe); summer @ \$31.01/hr; 19.5% fringe)	390 hrs academic yr; 300 hrs in summer; 0.35 FTE	5%	95% (approaches 1 & 2)	\$25,158
Patrice Hubert RD graduate student laborer \$29.72/hr in the summer (2.4% fringe)	240 hours 0.12 FTE	5%	95% (approaches 1 & 2)	\$7,304

Dietetics graduate students laborer \$20/hr in the summer (2.4% fringe)	450 hours 0.22 FTE	5%	95% (approaches 1 & 2)	\$9,216
Undergraduate dietetic student laborer \$15/hr in the summer (2.4% fringe)	200 hours .1 FET	5%	95%	\$3,072
Web designer 69,966 12-month salary (43% fringe)	.1 FTE	50%	50% (approaches 1 & 2)	\$10,006
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$ 247,395

SNAP Ed Related Job Duties

UConn School and Family SNAP-Ed Statement of Work/Job Duties

FFY21

Project Leader (Valerie Duffy, PhD, RD)—For 30%, management/administrative, responsible all year long for overseeing staff; fiscal monitoring; assures compliance of SNAP-Ed funding and procedures in accordance with UConn, State and Federal requirements. In 70% of time, guiding program planning, evaluation and reporting, program monitoring, and staff coordination.

Program Specialist (Tina Dugdale, MS, RDN, RN, CD-N)—For 95%, delivery of nutrition education programs, supervise nutrition paraprofessionals, cooking demonstrations, meeting with site contacts to set up programming. For 5% of time in management/administration, schedule activities, coordinate volunteer dietetics paraprofessionals (junior and senior undergraduate, dietetic interns, graduate students); review program reports on EARS, time and effort, accounting for travel, attending meetings with community partners, market programs, provide technical assistance and foster coordination and collaboration.

Nutrition Educator Special Payroll (Donna Zigmont, RD)— In 20% management/administration, responsible for purchasing of nutrition education materials, monitoring of budget, oversight of EARS administration, assisting in the preparation of project annual report. For 80% in direct nutrition education, delivery of nutrition education programs, mentor nutrition paraprofessionals, and engage in cooking demonstrations.

Nutrition Educator Graduate Student (Rachel Hildrey, RD)—For 95%, deliver nutrition education programs, mentor nutrition paraprofessionals, meet with site contacts to set up programming. For 5%, management/administrative duties, schedule activities, assist in monitoring volunteer dietetics paraprofessionals (undergraduates and dietetic interns); submit program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

Nutrition Educator Graduate Student (Haley Gershman, RD)—For 95%, deliver nutrition education programs, mentor nutrition paraprofessionals, meet with site contacts to set up programming. For 5%, management/administrative duties, schedule activities, assist in monitoring volunteer dietetics paraprofessionals (undergraduates and dietetic interns); submit program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

Nutrition Educator Graduate Student (Jaclyn Lerner, RD)—For 95%, deliver nutrition education programs, mentor nutrition paraprofessionals, meet with site contacts to set up programming. For 5%, management/administrative duties, schedule activities, assist in monitoring volunteer dietetics paraprofessionals (undergraduates and dietetic interns); submit program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

Nutrition Educator Graduate Student (Summaya Abdul Razak, RD)—For 95%, deliver nutrition education programs, mentor nutrition paraprofessionals, meet with site contacts to set up programming. For 5%, management/administrative duties, schedule activities, assist in monitoring volunteer dietetics paraprofessionals (undergraduates and dietetic interns); submit

program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

Graduate Student Laborer summer (TBA)– For 95%, deliver nutrition education programs, mentor nutrition paraprofessionals, meet with site contacts to set up programming. For 5%, management/administrative duties, schedule activities, assist in monitoring volunteer dietetics paraprofessionals (undergraduates and dietetic interns); submit program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

Graduate Student Laborer summer (TBA)– For 95%, deliver nutrition education programs, mentor nutrition paraprofessionals, meet with site contacts to set up programming. For 5%, management/administrative duties, schedule activities, assist in monitoring volunteer dietetics paraprofessionals (undergraduates and dietetic interns); submit program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

Salary & Fringe

DIRECT PROGRAM STAFF – Fiscal Year 2020 (Carry-over included)

(a) Program Salaries

<u>Position/Name</u>	<u>Annual Salary</u>	<u>No. of Persons</u>	<u>% funded in this contract (FTE)</u>	<u>Salary</u>
RD Project Leader/Duffy	\$ 148,059 at 9-month base + 3 months summer	1	3.98%	\$ 7,857
RD Program Specialist/Dugdale	\$69,786 11-month	1	76%	\$ 53,037
RD Nutrition Educator/Zigmont (hourly)	\$40.79/hour	1	49% 17 hr/wk, 52 wk/yr	\$36,058
RD Nutrition Educator – Graduate Student/Rachel Hildrey	\$40,438	1	100% Academic (20 hrs/week); 21% summer	\$27,725
RD Nutrition Educator – Graduate Student/Haley Gershman	\$40,438	1	100% Academic (20 hrs/week); 21% summer	\$27,725
RD Nutrition Educator – Graduate Student/Jaclyn Lerner	\$40,438	1	50% Academic (10 hrs/week); 58% summer	\$21,460
Patrice Hubert RD Grad student laborer	\$29.72/hour	1	46% summer (240 hours)	\$7,133
TBN Grad dietetic student laborers	\$20/hour	2	87% summer (450 hours)	\$9,000
Undergraduate dietetics student laborers	\$15/hour	2	39% summer (200 hours)	\$3,000
Web designer	69,966 12-month salary	1	10%	\$6,997
Total program Salary amount from section (a)				\$199,992

b) Program Fringe Benefits

<u>Position/Name</u>	<u>Fringe %</u>	<u>Total Fringe</u>
RD Project Leader/Duffy	19.5%	\$1,532

	(summer salary)	
RD Program Specialist/Dugdale	43%	\$22,806
RD Nutrition Educator/Zigmont (hourly)	19.5%	\$7,031
RD Nutrition Educator – Graduate Student/ Rachel Hildrey	15.5% AY; 19.5% Summer	\$3,769+665 =\$4,434
RD Nutrition Educator – Graduate Student/Haley Gershman	15.5% AY; 19.5% Summer	\$3,769+665 =\$4,434
RD Nutrition Educator – Graduate Student/ Jaclyn Lerner	15.5% AY; 19.5% Summer	\$1,884+1,814 =\$3,698
Patrice Hubert RD Grad student laborer	2.4%	\$171
TBN Grad dietetic student laborer	2.4%	\$216
Undergraduate dietetics student laborers		\$72
Web designer	43%	\$3,009
Total Fringe amount combined from section (b)		\$47,403

Total Program Salary (total amount from section (a) & (b) combined	\$247,395
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Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Refer to Appendix E. for additional information on allowable costs.

Contracts/Grants/Agreements for nutrition education services:

Provide the information below for each contract, grant, or agreement.

Name of sub-grantee:

The University of Connecticut, Department of Allied Health Sciences: Supplemental Nutrition Assistance Program – Education: UConn School & Family-based SNAP-Ed Services Project

Total Federal funding, grant:

\$ 37,183 carry-in + [(\$318,525 - \$29,365 reduction) = \$289,160] for \$326,343 in total.

Description of services and/or products:

This project includes multi-level interventions with complementary organizational and institutional level approaches for nutrition education and obesity prevention in SNAP eligible and recipient school-aged children and their families (mostly women) primarily in Tolland, Windham, New London, New Haven and Hartford counties, including the towns of Bristol, East Hartford, Enfield, Hartford, Manchester, Meriden, Middletown, New Britain, Norwich, Tolland, Willimantic, Waterbury, West Hartford, Windsor, and targeted towns in these counties covered by Foodshare Mobiles. We leverage a large group of trained nutrition education volunteer paraprofessionals to assist in the delivery of direct and indirect nutrition education.

Cost of specific services and/or products:

The total cost of the project is \$326,343 as outlined in Template 4B and 4C from October 1, 2020 to September 30, 2021.

Section B. Project Costs

Federal Fiscal Year: 2021

State: Connecticut

Sub-grantee Name: UConn School and Family SNAP-Ed

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	23,100	224,295	
Contracts/Sub-Grants/Agreements	0	0	
Non-Capital Equipment/ Office Supplies	500	77	
Nutrition Education Materials	4,239	5,120	
Travel	1,671	0	
Building/Space Lease or Rental	0	0	
Cost of Publicly-Owned Building Space	0	0	
Maintenance and Repair	0	0	
Institutional Memberships and Subscriptions	0	0	
Equipment and Other Capital Expenditures	0	0	
Total Direct Costs	29,510	229,492	
Indirect Costs (Indirect Cost Rate= 26%)	7,673	59,668	
Total Federal Funds	37,183	289,160	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: \$23,100 + \$224,533 = \$247,395

- RD Project Leader—.0398 FTE based on 40 hours/week (1 person/fringe rate 19.5%).
- RD Program Specialist—.70 FTE based on 40 hours/week (1 person/fringe rate 43%).
- RD Nutrition Educator (special payroll, hourly)—.49 FTE based on 35 hours/week (1 person/fringe rate 19.5%).
- RD Nutrition Educator (graduate student)—.43 FTE based on 40 hours/week [20 hours/week during 9-month academic year (15.5% fringe) and 110 hours in the 3 summer months (19.5% fringe)].
- RD Nutrition Educator (graduate student)—.43 FTE based on 40 hours/week [20 hours/week during 9-month academic year (15.5% fringe) and 170 hours in the 3 summer months (19.5% fringe)].
- RD Nutrition Educator (graduate student)—.35 FTE based on 40 hours/week [10 hours/week during 9-month academic year (15.5% fringe) and 300 hours in the 3 summer months (19.5% fringe)].
- RD Graduate student laborer—.12 FTE based on 40 hours/week (2.4% fringe).
- Graduate student nutrition education assistants—.22 FTE based on 40 hours/week (2.4% fringe).
- Undergraduate dietetics students laborer—.1 FTE based on 40 hours/week (2.4% fringe)
- Web designer—.1 FTE based on 40 hours/week (43% fringe).

Contracts/Sub-Grants/Agreements: \$0

Non-capital equipment/office supplies: \$577

Supplies for conducting nutrition education, copy charges, postage, and office management. This includes: \$100 for personal protective masks, hand sanitizers, gloves; \$238 yearly fee for Canva Pro graphic design platform for 2 users; \$80 Postage, \$30 Program Supplies, and \$129 Training.

Nutrition Education Materials: \$9,359

Purchase and reproduction of nutrition education materials including ink toner and paper, curricula, handouts for direct nutrition education programming, and nutrition education reinforcements costing less than \$5.00 each. Most nutrition education materials (handouts, recipes, tip sheets, etc.) will be reproducible in small orders within the Department of Allied Health Sciences (≤200 copies; B&W @ .023/copy or color @

.07/copy) or at UConn Document Production (>200 copies; B&W @ .08 and color @ .40 per double-sided copy) to keep project costs down. We will utilize appropriate free materials when possible.

Nutrition Education materials to provide clients/families

Direct contacts—Budgeted at \$.40/contact (6605 planned) or \$2,642

Indirect contacts—Budgeted at \$.09/contact or \$2,349

Nutrition Education for demonstrations and presentations

\$768 (Plates with MyPlate graphic, MyPlate banners for tastings and other nutrition education activities, MyPlate tear-off pads (English and Spanish), MyPlate bingo game); Large sized posters of topics like food product labels, “Rethink Your Drink”, Shopping on a Budget, etc.

Limited Number of New NASCO food models often to replace those “well used”

Program reinforcements (e.g., cutting board, vegetable brush, magnetic grocery pad, stickers) - \$3,600 (aim to reach 1800 participants at \$2.00 per participant cost)

Travel: In-State Travel: \$1,671 (see justification, Section C); \$0 Out-of-State Travel

Building/space lease or rental: \$0

Cost of publicly-owned building space: \$0

Maintenance and repair: \$0

Institutional memberships and subscriptions: \$0

Equipment and other capital expenditures: \$0

Total direct costs: \$29,510 + \$229,492 = \$259,002

Total indirect costs: \$7,673 + \$59,668 = \$67,341 (26%)

Total Federal funds: \$37,183 carry-in + [(\$318,525 - \$29,365 reduction) = \$289,160] for \$326,343 in total.

Estimated unobligated balances (carry-over) from current FY to next FY, if any: **\$31,841**

Total Federal funds including unobligated balance from previous FY: \$326,343

Section C. Travel

In-State Travel: \$1,671

Travel Purpose:

Travel is primarily for nutrition education staff to deliver nutrition education programs where SNAP recipients live and work, making them accessible and convenient. Program leaders meet periodically with collaborators and community agencies to consolidate efforts and target the audience most effectively.

Travel destination (city, town or county or indicate local travel):

Travel in addition to direct delivery of nutrition education will be to meet with community partners, market programs, provide technical assistance and foster coordination and collaboration. (1) Project Leader and (4) part-time staff (other than volunteers) and up to 45 volunteer dietetics paraprofessionals (junior and senior undergraduates and dietetic interns) will conduct in-state travel for this project. Travel is charged only if the amount of mileage exceeds that from traveling to and from work or if travel is from the workplace. Only the paid nutrition education team will be reimbursed for travel expenses. Volunteers may be paid for parking charges. All in-state travel is conducted with private vehicles; car-pooling is encouraged.

Number of staff traveling:

Only the paid nutrition education team (8 nutrition educators) will be reimbursed for travel. Programming can run 6 days per week (Monday-Saturday) over 12 months.

Cost of travel for this purpose: \$55 in parking fees plus mileage \$1,671

Area Traveled	Round Trip	# of Weeks	# Per week	Staff	Total
Windham County	14	5	1	1	70
New London County	65	7	1	1	455
New Britain/Bristol	69	6	1	1	414
Hartford County	52	15	2	1	1560
Tolland County	20	4	1	1	80
Waterbury	109	3	1	1	327
				Total Mileage	2,906
				Cost @.575 /mi	\$1,671

Total In-State Travel Cost: \$1,671

Out-of-State Travel: \$0

Total Travel Cost: \$1,671

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection. Please note the clarification of some cost categories below in order to comply with the Agriculture Improvement Act of 2018.

Federal Fiscal Year: 2021

State: Connecticut

Sub-grantee Name: UConn School and Family SNAP-Ed

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	23,100	224,295	
Contracts/Sub-Grants/Agreements	0	0	
Non-Capital Equipment/ Office Supplies	500	77	
Nutrition Education Materials	4,239	5,120	
Travel	1,671	0	
Building/Space Lease or Rental	0	0	
Cost of Publicly-Owned Building Space	0	0	
Maintenance and Repair	0	0	
Institutional Memberships and Subscriptions	0	0	
Equipment and Other Capital Expenditures	0	0	
Total Direct Costs	29,510	229,492	
Indirect Costs (Indirect Cost Rate= 26%)	7,673	59,668	
Total Federal Funds	37,183	289,160	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: 

Date: 5/17/2021

DSS Travel In and Out Travel Cost

Template 4: SNAP-Ed Budget Information by Project

DSS Travel In and Out Travel Cost

Section C. Travel

DSS Staff- FFY20 carry forward \$4,047.66, FFY21 \$1,001.00 total = \$5,048.66

In-State Travel

Travel Purpose: Justification of need for travel, including how attendance will benefit SNAP-Ed

CT, Department of Social Services (DSS) has 6 contractors who conduct SNAP Ed activities throughout CT. Three activities will be monitored per contractor. The activities that are monitored by the SNAP Ed team are changed yearly, unless an activity is determined to be at risk, it is monitored again the following year.

Travel destination (city, town or county or indicate local travel):

We have not selected which activities we will be monitoring for FFY21. All the activities that we monitor are in CT. Below is an estimate of anticipated activity that will be monitored multiplied by 12.

Number of staff traveling:

3 DSS Staff-SNAP Public Assistance Consultants

Cost of travel for this purpose:

12x56 miles round trip x \$.575/miles=\$386.40

\$386.40

Total In-State Travel Cost:

\$386.40

Out-of-State Travel

Travel Purpose: Justification of need for travel, including how attendance will benefit SNAP-Ed

We anticipate 2 staff attending the 2021 Annual Conference Society for Nutrition Education and Behavior (SNEB) taking place on August 7-10 in New Orleans, LA. The conference provides forums for sharing innovative strategies for nutrition education. Specifically, this is also an opportunity to meet nationwide SNAP-Ed coordinators as well as an opportunity for sharing of information and experiences in program implementation. This meeting will also provide an opportunity to gain valuable insight into best practices for evidence-based interventions in the arena of nutrition education and physical activity promotion for obesity prevention.

Travel destination (city and State):

New Orleans, LA

Number of staff traveling:

2

Cost of travel for this purpose:

\$4,567.00-This amount is anticipated to be used for 2 staff to attend this conference. This is to cover the following expenses:

Registration fee=\$598.00x2= \$1196.00

4 nights lodging=\$200.00x4x2=\$1600.00

Transportation Airfare=\$600.00x2=\$1200.00

Mileage=35 milesx2x.575=\$40.26

Bags=\$50.00x2=\$100.00

Meals= \$183.00=\$366.00

Transportation to site, to and from airport and travel cost (mileage) to airport
80.00x2=\$160.00

Total Out-State Travel Cost :

\$4,662.26

Total In and out of-State Travel Cost:

\$5,048.66

Appendices

Appendix A-Indirect Cost Rate Letters and Fringe Information

Department of Public Health

Hispanic Health Council

University of Connecticut-Food Security and Husky Sport

University of Connecticut Health Husky Nutrition Programs

UConn University of CT-School & Family & Budget and Costing Guide

Appendix A-Indirect Cost Rate Letters and Fringe Information

STATE AND LOCAL GOVERNMENTS RATE AGREEMENT

EIN: 1066000798A9

DATE:06/14/2016

ORGANIZATION:

State of Connecticut

Department of Public Health

410 Capitol Avenue, P.O.Box 340308

Hartford, CT 06134-

FILING REF.: The preceding
agreement was dated
07/17/2012

The rates approved in this agreement are for use on grants, contracts and other
agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2016	06/30/2020	40.00	All	(1)
FIXED	07/01/2016	06/30/2020	40.00	All	(2)
PROV.	07/01/2020	06/30/2022	40.00	All	(1)
PROV.	07/01/2020	06/30/2022	40.00	All	(2)

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid
absences but excluding all other fringe benefits.

- (1) Applicable to all programs except Federal contracts
(2) Applicable to Federal contracts

ORGANIZATION: State of Connecticut Department of Public Health

AGREEMENT DATE: 6/14/2016

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Accrued vacation and sick leave pay at retirement are not part of the normal cost for salaries and wages. These costs are included in the organization's indirect cost rate.

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit effective July 1, 2015.

Your next proposal based on actual costs for the fiscal year ending 6/30/19 is due in our office by 12/31/19.

- (1) Applicable to all programs except Federal contracts.
- (2) Applicable to Federal contracts.

AGREEMENT DATE: 6/14/2016

A. LIMITATIONS:B. ACCOUNTING CHANGES:

C. FIXED RATES

D. USE BY OTHER FEDERAL AGENCIES:

II. OTHER:

BY THE INSTITUTION:

(INSTITUTION)

(SIGNATURE)

(CRANE)

(TITLE)

(1DATE)

DEPARTMENT OF HEALTH AND HUMAN SERVICES

{AGENCY}

Darryl W. Mayes -A

(SIGNATURE)

Darryl W. Mayes

NAME1

Deputy Director, Cost Allocation Services

(TITLE)

6/14/2016

(DATE) 0625

HIS REPRESENTATIVE: Council Moore

Telephone: (212) 264-2069

NONPROFIT RATE AGREEMENT

EIN: 061018979

DATE:07/31/2017

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
01/28/2014

Hispanic Health Council, Inc.

175 Main Street

Hartford, CT 06106-

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	07/01/2016	06/30/2017	25.00	On-Site	All Programs
PRED.	07/01/2017	06/30/2019	25.00	On-Site	All Programs
PROV.	07/01/2019	06/30/2021	25.00	On-Site	All Programs

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations) and subawards.

ORGANIZATION: Hispanic Health Council, Inc.

AGREEMENT DATE: 7/31/2017

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$2,500 or more per unit.

* Your next indirect cost proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Hispanic Health Council, Inc.

AGREEMENT DATE: 7/31/2017

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

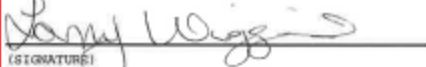
E. OTHER:

If any Federal contract, grant or other agreement is reimbursing indirect costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of indirect costs allocable to these programs.

BY THE INSTITUTION:

Hispanic Health Council, Inc.

(INSTITUTION)



(SIGNATURE)



(NAME)

Finance Director

(TITLE)

8/11/17

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(OFFICIAL)

Darryl W. Mayes
-5
Digitally signed by Darryl W. Mayes: 6
042e1d1e-6115-510b-9019-000114300000
602342.1200000001011-2018131608
cn=Darryl W. Mayes, o
Date: 2017.08.01 16:22:41-05'00'

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

7/31/2017

(DATE) 3444

HHS REPRESENTATIVE: Michael Stanco

Telephone: (212) 264-2069

University of CT-Food Security and Husky Sport



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

26 Federal Plaza, Room 3412
New York, NY 10278
PHONE: (212) 264-2069
FAX: (212) 264-5478
EMAIL: CAS-NY@psc.hhs.gov

February 18, 2020

Ms. Patricia Casey
Associate Vice President, Financial Operations and Controller
University of Connecticut
343 Mansfield Road, Unit 1074
Storrs, CT 06269-1074

Dear Ms. Casey:

A negotiation agreement is being sent to you for signature. This agreement reflects an understanding reached between your institution and a member of my staff concerning the rates or amounts that may be used to support your claim for costs on grants and contracts with the Federal Government. The agreement must be signed by a duly authorized representative of your institution and emailed to me; retain a copy for your file. Our email address is cas-ny@psc.hhs.gov. We will reproduce and distribute the agreement to awarding agencies of the Federal Government for their use.

Requirements for adjustments to costs claimed under Federal Grants and Contracts resulting from this negotiation are dependent upon the type of rate contained in the negotiation agreement. Information relating to these requirements is enclosed.

In consideration of this negotiation, the following was agreed to:

1. The carry-forward over-recovery of \$(202,363) resulting from the settlement of your actual Professional fringe benefit rate for fiscal year ended June 30, 2019 will be taken into consideration in computing the actual fringe benefit rate for your fiscal year ending June 30, 2021.
2. The carry-forward under-recovery of \$172,965 resulting from the settlement of your actual Faculty fringe benefit rate for fiscal year ended June 30, 2019 will be taken into consideration in computing the actual fringe benefit rate for your fiscal year ending June 30, 2021.
3. The carry-forward over-recovery of \$(1,004,624) resulting from the settlement of your actual Graduate Assistants fringe benefit rate for fiscal year ended June 30, 2019 including amount deferred from fiscal year ended June 30, 2017 will be taken into consideration in computing the actual fringe benefit rates for fiscal years ending June 30, 2021 \$(502,412) and June 30, 2023 \$(502,412).
4. The carry-forward under-recovery of \$674,497 resulting from the settlement of your actual Special Payroll fringe benefit rate for fiscal year ended June 30, 2019 including amount deferred from fiscal year ended June 30, 2017 will be taken into consideration in computing the actual fringe benefit rate for fiscal years ending June 30, 2021 \$149,497 and June 30, 2023 \$525,000.
5. The carry-forward over-recovery of \$(14,657) resulting from the settlement of your actual Student Labor fringe benefit rate for fiscal year ended June 30, 2019 will be taken into consideration in computing the actual fringe benefit rate for your fiscal year ending June 30, 2021.

Ms. Patricia Casey

-2-

February 18, 2020

6. Attached are (4) documents entitled "Components of Published Facilities and Administrative Cost Rate (F&A)". There is one document issued for each F&A rate published on the rate agreement. These documents should be signed and emailed back to this office along with the signed rate agreement.
7. Your fringe benefit proposal for your fiscal year ending June 30, 2020 will be due by December 31, 2020.

An indirect cost rate proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 6/30/2021 is due in our office by 12/31/2021. If you are unable to submit your proposal by the prescribed date, you may request an extension. This request must be submitted prior to the due date of the proposal and must contain a justification for the extension and the date the proposal will be submitted. Please submit your next proposal electronically via email to CAS-NY@pschhs.gov. In addition, please acknowledge your concurrence with the comments and conditions cited above by signing this letter in the space provided below and returning it to me via email, along with the enclosed negotiation agreement.

Sincerely,

Darryl W. Mayes -S

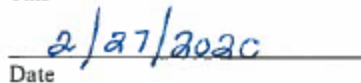
Darryl W. Mayes
Deputy Director
Cost Allocation Services

Enclosures

Concurrence:


Name


Title


Date

COLLEGES AND UNIVERSITIES RATE AGREEMENT

IN: 060772160

DATE:02/18/2020

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
08/09/2019

niversity of Connecticut
43 Mansfield Road, Unit 2074
Storrs, CT 06269-2112

The rates approved in this agreement are for use on grants, contracts and other
agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
RED.	07/01/2019	06/30/2022	61.00	On-Campus	Research
RED.	07/01/2019	06/30/2022	57.00	On-Campus	Instruction
RED.	07/01/2019	06/30/2022	35.00	On-Campus	Other Sponsored Programs
RED.	07/01/2019	06/30/2022	26.00	Off-Campus	All Programs
ROV.	07/01/2022	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

ORGANIZATION: University of Connecticut

AGREEMENT DATE: 2/18/2020

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.



ORGANIZATION: University of Connecticut
 AGREEMENT DATE: 2/18/2020

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2019	6/30/2020	64.80	All	Professional
FIXED	7/1/2019	6/30/2020	53.20	All	Faculty
FIXED	7/1/2019	6/30/2020	17.20	All	Graduate Assistants
FIXED	7/1/2019	6/30/2020	24.30	All	Special Payroll
FIXED	7/1/2019	6/30/2020	4.10	All	Student Labor
FIXED	7/1/2020	6/30/2021	43.00	All	Professional
FIXED	7/1/2020	6/30/2021	43.00	All	Faculty
FIXED	7/1/2020	6/30/2021	15.50	All	Graduate Assistants
FIXED	7/1/2020	6/30/2021	19.50	All	Special Payroll
FIXED	7/1/2020	6/30/2021	2.40	All	Student Labor
PROV.	7/1/2021	Until amended	44.70	All	Professional
PROV.	7/1/2021	Until amended	40.60	All	Faculty
PROV.	7/1/2021	Until amended	18.30	All	Graduate Assistants
PROV.	7/1/2021	Until amended	18.60	All	Special Payroll
PROV.	7/1/2021	Until amended	3.30	All	Student Labor

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:
 Salaries and wages.

ORGANIZATION: University of Connecticut
AGREEMENT DATE: 2/18/2020

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

ORGANIZATION: University of Connecticut

AGREEMENT DATE: 2/18/2020

(1) For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Grants or contracts will not be subject to more than one indirect cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

(2) The Fringe Benefit rates include the following: Pension, Unemployment Compensation, Worker's Compensation, Health Services, Group Life Insurance, Social Security, and Medical Insurance.

(3) The following is a list of the locations to which the On-Campus indirect cost rate is applicable to:

Storrs - Main Campus
Greater Hartford Campus:
Hartford Branch
School of Law
School of Social Work
School of Insurance
Institute of Public Services

Southeastern Location:
Groton, CT
Southeastern Branch
Marine Services Institute

Waterbury Branch, Torrington Branch, Stamford Branch

(4) Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000.

(5) A fringe benefit proposal based on actual costs for the fiscal year ending June 30, 2020 is due by December 31, 2020. A Facilities & Administrative cost proposal based on actual costs for the fiscal year ending June 30, 2021 is due by December 31, 2021.

ORGANIZATION: University of Connecticut
AGREEMENT DATE: 2/18/2020

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Connecticut

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Darryl W. Mayes
S

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

2/18/2020

(DATE) 7928

HHS REPRESENTATIVE:

Michael Leonard

Telephone:

(212) 264-2069

Components of Published Facilities & Administrative Cost Rate

Institution : University of Connecticut

FY Covered by Rate: 7/1/20 -
Rate type: Predetermined 6/30/22

Rate Component

1. a. Depreciation - Bldgs & Improvements	8.0%	
b. Depreciation - Equipment	3.0%	
2. Interest	4.5%	
3. Operation & Maintenance	15.7%	
4. Library	2.5%	
5. General Administration	0.0%	*
6. Departmental Administration	26.0%	*
7. Sponsored Projects Administration	0.0%	*
8. Utility Cost Adjustment	1.3%	
Published On-Campus Rate- Research	61.0%	

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.F.R. dated December 26, 2013.

Name

Title

Date

Patricia C. Day

AVP Financial Operations & Controller

2/27/2020

Components of Published Facilities and Administrative Cost Rate

Institution: University of Connecticut
FY Covered by Rate: Fiscal Years Ending 6/30/21 - 6/30/22
Predetermined Rates

<u>Rate Component</u>	<u>26.0%</u>
1. a. Depreciation - Bldgs & Improvements	<u>0.00%</u>
b. Depreciation - Moveable Equipment	<u>0.00%</u>
2. Interest	<u>0.00%</u>
3. Operation & Maintenance	<u>0.00%</u>
4. General Administration	<u>0.00%</u> *
5. Departmental Administration	<u>26.00%</u> *
6. Sponsored Projects Administration	<u>0.00%</u> *
7. Library	<u>0.00%</u>
8. Student Services	<u>0.00%</u> *
 <u>Published Off-Campus Rate - All Programs</u>	 <u>26.0%</u> *

** Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.B. dated December 26, 2013.*

Name : Patricia C. Long
Title: AVP Financial Operations & Controller
Date: 2/27/2020

Components of Published Facilities and Administrative Cost Rate

Institution: University of Connecticut
FY Covered by Rate: Fiscal Years Ending 6/30/21 - 6/30/22
Predetermined Rate

<u>Rate Component</u>	<u>57.0%</u>
1. a. Depreciation - Bldgs & Improvements	7.40%
b. Depreciation - Moveable Equipment	1.00%
2. Interest	1.90%
3. Operation & Maintenance	10.90%
4. General Administration	<u>0.00%</u> *
5. Departmental Administration	<u>26.00%</u> *
6. Sponsored Projects Administration	<u>0.00%</u> *
7. Library	9.80%
8. Student Services	<u>0.00%</u> *
 <u>Published On-Campus Rate - Instruction</u>	 <u>57.0%</u>

** Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.F.R. dated December 26, 2013.*

Name :

Title:

Date:

Patricia C. Day
AVP Financial Operations + Controller
2/27/2020

Components of Published Facilities and Administrative Cost Rate

Institution: University of Connecticut
FY Covered by Rate: Fiscal Years Ending 6/30/21 - 6/30/22
Predetermined Rate

<u>Rate Component</u>	<u>35.0%</u>
1. a. Depreciation - Bldgs & Improvements	1.80%
b. Depreciation - Moveable Equipment	0.70%
2. Interest	0.60%
3. Operation & Maintenance	5.40%
4. General Administration	0.00% *
5. Departmental Administration	26.00% *
6. Sponsored Projects Administration	0.00% *
7. Library	0.50%

Published On-Campus Rate -Other Sponsored Programs 35.0%

** Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.*

Name :

Title:

Date:

Patricia A. ...
AVP Financial Operations & Controller
2/27/2020

University of CT Health Husky Nutrition Programs



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

26 Federal Plaza, Room 3412

New York, NY 10278

PHONE: (212) 264-2069

FAX: (212) 264-5478

EMAIL: CAS-NY@psc.hhs.gov

May 26, 2020

Ms. Julie Schwager
Assistance Vice President
University of Connecticut Health Center
263 Farmington Avenue Farmington, CT
06030-3800

Dear Ms. Schwager:

A negotiation agreement is being sent to you for signature. This agreement reflects an understanding reached between your institution and a member of my staff concerning the rates or amounts that may be used to support your claim for costs on grants and contracts with the Federal Government. The agreement must be signed by a duly authorized representative of your institution and emailed to me; retain a copy for your file. We will reproduce and distribute the agreement to awarding agencies of the Federal Government for their use.

Requirements for adjustments to costs claimed under Federal Grants and Contracts resulting from this negotiation are dependent upon the type of rate contained in the negotiation agreement. Information relating to these requirements is enclosed.

In consideration of this negotiation, the following was agreed to:

1. The carry-forward under-recovery of \$3,179,879 resulting from the settlement of your actual Faculty fringe benefit rate for fiscal year ended June 30, 2019 will be taken into consideration in computing the actual Faculty fringe benefit rate for your fiscal year ending June 30, 2021.
2. The carry-forward under-recovery of \$4,081,774 resulting from the settlement of your actual Professional / Managerial fringe benefit rate for fiscal year ended June 30, 2019 will be taken into consideration in computing the actual Professional / Managerial fringe benefit rate for your fiscal year ending June 30, 2021.

May 26, 2020

3. The carry-forward under-recovery resulting from the settlement of your actual Classified fringe benefit rate for fiscal year ended June 30, 2019 will be waived in computing the actual Classified fringe benefit rate for your fiscal year ending June 30, 2021.
4. The carry-forward under-recovery of \$116,474 resulting from the settlement of your actual Special Payroll fringe benefit rate for fiscal year ended June 30, 2019 will be taken into consideration in computing the actual Special Payroll fringe benefit rate for your fiscal year ending June 30, 2021.
5. The carry-forward under-recovery of \$74,217 resulting from the settlement of your actual Graduate Assistants fringe benefit rate for fiscal year ended June 30, 2019 will be taken into consideration in computing the actual Graduate Assistants fringe benefit rate for your fiscal year ending June 30, 2021.

A fringe benefit rate proposal together with the required supporting information must be submitted to my office for each fiscal year your institution claims costs under grants and contracts awarded by the Federal Government. Therefore, a fringe benefit rate proposal for fiscal year ending June 30, 2020 will be due in my office not later than December 31, 2020. In addition, please acknowledge your concurrence with the comments and conditions cited above by signing this letter in the space provided below and submit your next proposal electronically via email to CAS-NY@psc.hhs.gov.

Sincerely,

Darryl W.
Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: cn=D, ou=U.S. Government,
ou=DHS, ou=PSG, ou=People,
o=2342.19200380.100.1, +200013166
s, cn=Darryl W. Mayes -S
Date: 2020.06.10 08:44:19 -0400

Darryl W. Mayes
Deputy Director
Cost Allocation Services

Enclosures Concurrence:

JULIE D SCHWAGER
Name
ASSISTANT VICE PRESIDENT
Title
6/15/2020
Date

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1521725543A1

DATE:05/26/2020

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
07/02/2019

University of Connecticut Health Center
263 Farmington Avenue
Farmington, CT 06030-3800

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2018	06/30/2019	62.50	On-Campus	Research
PRED.	07/01/2019	06/30/2021	64.00	On-Campus	Research
PRED.	07/01/2018	06/30/2021	26.00	Off-Campus	Research
PRED.	07/01/2018	06/30/2021	54.00	On-Campus	Instruction
PRED.	07/01/2018	06/30/2021	26.00	Off-Campus	Instruction
PRED.	07/01/2018	06/30/2021	38.00	On-Campus	OSA
PRED.	07/01/2018	06/30/2021	26.00	Off-Campus	OSA
PROV.	07/01/2021	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2021.

ORGANIZATION: University of Connecticut Health Center

AGREEMENT DATE: 5/26/2020

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*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Connecticut Health Center
AGREEMENT DATE: 5/26/2020

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2020	6/30/2021	40.90	All	Faculty
FIXED	7/1/2020	6/30/2021	59.90	All	Professional/ Managerial
FIXED	7/1/2020	6/30/2021	79.00	All	Classified
FIXED	7/1/2020	6/30/2021	22.00	All	Graduate Assistants
FIXED	7/1/2020	6/30/2021	15.00	All	Special Payroll
PROV.	7/1/2021	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2021.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:
Salaries and wages.

(*See Special Remarks)

ORGANIZATION: University of Connecticut Health Center
AGREEMENT DATE: 5/26/2020

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

(1) The following fringe benefits are included in the fringe benefit rates: Retirement, State Unemployment Insurance, Medical/Dental Insurance, Social Security, Life Insurance, Long Term Disability, Separation Costs, Sabbatical Costs and Workers' Compensation.

(2) Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

(3) This rate agreement updates fringe benefits rates only. Proposals based on actual costs for fiscal year ending 6/30/2020 are due by 12/31/2020.

ORGANIZATION: University of Connecticut Health Center
AGREEMENT DATE: 5/26/2020

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Connecticut Health Center

(INSTITUTION)



(SIGNATURE)

James D. Schwagerl

(NAME)

ASSIST VP FOR RESEARCH

(TITLE)

6/15/2020

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Darryl W.
Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: cn=HHS, ou=U.S. Government, c=US,
ou=HHS, ou=People,
ou=2020, ou=2020, ou=100, ou=1000000000,
ou=Darryl W. Mayes -S
Date: 2020.06.16 09:41:34 -0400

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

5/26/2020

(DATE) 7029

HHS REPRESENTATIVE: Edwin Miranda

Telephone: (212) 264-2069

Proposal Prep & Submission ▾

Overview

PI Eligibility

Procedures & Policy

Development ▾

Budgeting ▾

Overview

General Cost Principles

Budgeting & Costing ▾

Budgeting & Costing Guide

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Fringe Benefits

Other Direct Costs

Facilities and Administration
(F&A) Costs

Cost Sharing

Budget Justification

Active and Pending Support

Foreign Collaborations

Submission

Electronic Proposal Systems ▾

Policies & Procedures

Forms

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Frequently Requested Information

Contacts

Budgeting & Costing Guide

Fringe Benefits

- The University's fringe benefit rates are negotiated with its cognizant agency (DHHS) and are part of the University's F&A rate agreement. Rates beyond June 30, 2020 are estimates and are provided for budgeted purposes. Fringe benefits will be charged at the applicable rate at the time the cost is incurred. The Sponsored Program Fringe Benefit Rates are to be used when developing proposal budgets.
- The following language is required in all proposal budget justifications that include fringe benefit costs:
 "The fringe benefit rates used in the proposal budget are based on the rates approved by the Department of Health and Human Services. An estimated cost escalation has been included in the out years per University budgeting guidance."
- The University rates provided below should be used when developing cost share budgets.

Sponsored Program Fringe Benefit Rates and Projections (%)¹

Description	FY20	FY21	FY22*	FY23*	FY24*	FY25*
Faculty	53.2	43.0	45.0	46.0	47.0	48.0
Professional/Classified	64.8	43.0	48.1	49.0	50.0	51.0
Special Payroll²	24.3	19.5	21.9	22.5	23.0	23.5
Post Docs	17.2	15.5	15.8	16.3	16.8	17.3
Graduate Assistant, Academic Yr	17.2	15.5	15.8	16.3	16.8	17.3
Student Labor	4.1	2.4	2.6	3.0	3.0	3.0

1. Rates refer to grant funding sources only. See the [Budget and Planning website](#) ^C for non-grant rates.

2. Special Payroll Examples: Summer faculty, other state agency employees, state retirees, summer graduate students

* FY22 – FY25 rates shown are projected estimates for budgeting purposes only.

** FY26: Rates should remain flat for FY26 and later for budgeting purposes only.

University Fringe Benefit Rates and Projections (%)

Description	FY20	FY21	FY22	FY23	FY24	FY25
Faculty	51.3	51.3	52.8	53.8	54.8	55.8
Professional	75.8	76.8	78.3	79.3	80.3	81.3
Classified	98.8	105.3	106.8	107.8	108.8	109.8
Special Payroll	23.6	25.8	27.3	28.3	29.3	30.3

Post Docs	33.3	33.3	34.8	35.8	36.8	37.8
Graduate Assistant, Academic Yr	18.0	18.0	19.5	20.5	21.5	22.5
Student Labor	0.0	0.0	0.0	0.0	0.0	0.0

Salaries

- A 5% annual increase is recommended and should be applied to personnel salary projections for future budget years for all sponsors except NIH.
- A 3% annual increase is recommended and should be applied to personnel salary projections for future budget years for NIH.
- A 2% annual increase is recommended and should be applied to graduate assistant stipends for future budget years for all sponsors.

Graduate Assistant Stipends

A full time graduate assistant devotes one-half time to studies (approximately 20 hours per week) and one half-time to graduate assistant duties. During the summer, graduate assistants are put on special payroll and can work 40 hours per week. Refer to the [Graduate School website](#) for additional information regarding graduate assistants. If applying for an individual fellowship or training grant from NIH, refer to the [NIHSA requirements](#) for stipend, tuition, and institutional allowance.

In accordance with the Graduate Employee Union Contract, the following stipends represent the minimum stipends for graduate assistants. Estimates are for proposal development only^f

	Calendar 50% (20 Hrs)	Academic 50% (20 Hrs)	Summer 3 Months (20 Hrs)	Summer 3 Months (40 Hrs)	Bi-Weekly Pay Periods
Stipends for Academic Year August 2018 – May 2019					
LEVEL I	\$31,158	\$23,369	\$7,910	\$15,820	\$1,198.39
LEVEL II	\$32,786	\$24,590	\$8,322	\$16,644	\$1,261.00
LEVEL III	\$36,451	\$27,338	\$9,252	\$18,505	\$1,401.97
Stipends for Academic Year August 2019 – May 2020 (2% projected increase)					
LEVEL I	\$31,781	\$23,836	\$8,068	\$16,136	\$1,222.39
LEVEL II	\$33,442	\$25,082	\$8,488	\$16,977	\$1,286.24
LEVEL III	\$37,180	\$27,885	\$9,437	\$18,875	\$1,430.04
Stipends for Academic Year August 2020 – May 2021 (2% projected increase)					
LEVEL I	\$32,417	\$24,313	\$8,229	\$16,459	\$1,246.85
LEVEL II	\$34,111	\$25,584	\$8,658	\$17,317	\$1,311.97
LEVEL III	\$37,924	\$28,443	\$9,626	\$19,253	\$1,458.66
Stipends for Academic Year August 2021 – May 2022 (2% projected increase)					
LEVEL I	\$33,065	\$24,799	\$8,394	\$16,788	\$1,271.81
LEVEL II	\$34,793	\$26,096	\$8,831	\$17,663	\$1,338.24
LEVEL III	\$38,682	\$29,012	\$9,819	\$19,638	\$1,487.85

Graduate Assistant Stipend Level Description:

- LEVEL I – Graduate assistants with at least the baccalaureate degree.
- LEVEL II – Experienced graduate assistants in a doctoral program with at least the master's degree or its equivalent in the field of graduate study. Equivalency consists of 30 graduate level content course credits of appropriate course work beyond the baccalaureate degree completed at the University of Connecticut, together with admission to a doctoral program.

- **LEVEL III** – For students with experience as graduate assistants who have at least the master's degree or its equivalent and who have passed the doctoral general examination.

Actual Semester Dates (The months of June, July & August should be used for budgeting purposes for the summer period)

† Please refer to the [Payroll website](#) ☞ for updated stipend information.

Post Doctoral Fellow Stipends

- Below are the current National Research Service Award (NRSA) Post Doctoral Fellow stipend levels that should be taken into consideration when preparing your proposal budget. These stipend levels must be used when applying to the NRSA for support. Stipend levels can also be found on the [NIH website](#) ☞.
- Use of the stipend level which is consistent with the intended postdoctoral years of experience is recommended for use with other support sources, however, in accordance with [University policy](#) ☞, the stipend level must at least be equal to the minimum NRSA rate.
- For more information, visit the [Graduate School Post Doc Policies](#) ☞.

Years of Experience	Stipend
0	\$52,704
1	\$53,076
2	\$53,460
3	\$55,596
4	\$57,456
5	\$59,580
6	\$61,800
7+	\$64,008

Student Labor Pay Scale

Student Labor and Work-Study are paid based on an established pay scale determined by the Office of [Student Employment](#) ☞. The rate of pay for a position is based on the skills and level of experience required for the position, regardless of whether earnings are paid through the work-study or student labor payrolls. The pay rate is determined by the hiring supervisor and is subject to approval by the student employment staff in the Office of [Student Financial Aid Services](#) ☞.

Class	Requirement	Pay Rate
I	The position does not require a specific degree of skill or prior work experience.	\$11.00
II	The position requires a reasonable degree of skill, prior experience and a fair amount of responsibility.	\$11.15 – \$13.35
III	The position requires a high degree of skill and entails an extensive amount of responsibility.	\$13.40 – \$15.35
IV	The position requires advanced skill, market/environmental demand, knowledge and/or training in a scientific, academic or specialized study.	\$15.40 – \$29.70

DHHS Salary Cap

Effective January 5, 2020, the DHHS salary limitation for Executive Level II was increased to \$197,300. For additional information, please refer to NIH Notice: [NOT-OD-20-065](#) ☞. Note this salary cap applies to all [DHHS agencies](#) ☞.

USDA NIFA Salary Cap

Effective January 2019, the USDA salary limitation for Executive Level IV was increased to \$166,500. For additional information, please refer to USDA NIFA [Agency Specific Terms and Conditions](#) ³.

Facilities and Administrative (F&A) Costs

Proposals submitted to Sponsored Program Services must use the appropriate F&A rate in accordance with the most recently negotiated rate agreement and University policy.

Federal & Corporate Rates

Rate Base*		07/01/18 – 06/30/19	07/01/19 – 06/30/20	07/01/20 – 06/30/21	07/01/21 – 06/30/22	07/01/22 – 06/30/23
Research						
On Campus	MTDC	59.5%	61.0%	61.0%	61.0%	61.0%
Off Campus⁽²⁾	MTDC	26.0%	26.0%	26.0%	26.0%	26.0%
Instruction						
On Campus	MTDC	57.0%	57.0%	57.0%	57.0%	57.0%
Off Campus⁽²⁾	MTDC	26.0%	26.0%	26.0%	26.0%	26.0%
Other Sponsored Activities						
On Campus	MTDC	35.0%	35.0%	35.0%	35.0%	35.0%
Off Campus⁽²⁾	MTDC	26.0%	26.0%	26.0%	26.0%	26.0%

The University's F&A Agreement, negotiated with the Department of Health and Human Services: [Cost/Indirect Cost Rate Agreement](#) ⁴ ⁵.

- F&A costs are calculated on Modified Total Direct Cost (MTDC) which is Direct Costs minus certain exclusions. Direct Costs include salary, fringe benefits, materials and supplies, travel, and the first \$25,000 of each subcontract, etc.
- Exclusions include equipment over \$5,000*, rent, Specialized Service Facilities, fellowships, tuition, participant support costs and subcontract amounts beyond the first \$25,000 for each subcontract.

*In order to be consistent with State classification standards, the dollar threshold for capitalization of equipment at UConn is \$5,000.

Off Campus Rate

In accordance with our current F&A Rate Agreement:

For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off campus rate will apply. Grants or contracts will not be subject to more than one F&A rate. If more than 50% of a project is performed off campus, the off campus rate will apply to the entire project.

The off campus indirect cost rate can be budgeted as follows:

- If rent is directly charged to the project.
- If more than 50% of all program activities are performed off campus. (We request written confirmation from the PI).
- If the sponsor specifically requires the off campus rate per the solicitation.

The on campus rate is normally applied whenever the University leases or pays for space costs that are not direct charged to a grant or contract.

If you have questions, please contact your SPS Grants/Contracts Specialist.

Sponsor Stated Limits

When the University collects F&A costs at less than the full federally negotiated rates, F&A costs are charged to Total Direct Costs (including equipment, subcontracts, etc.) unless otherwise stated in the sponsor guidelines.

Funding from state agency appropriations and local municipalities are charged a current reduced rate of 20%. F&A costs should be charged to Total Direct Costs.

Reduction of F&A on Projects Having a Total Cost of \$50k or Less

To allow for more buying power on small sponsored projects and to help foster smaller awards which may lead to additional funding, F&A on new awards received after October 1, 2017 with total costs of \$50,000 or less, will be reduced to 20% or the difference between the full F&A rate and 20% will be distributed to the investigators F&A account. F&A costs are charged to Total Direct Costs (TDC) or Modified Total Direct Costs (MTDC) as required by the specific sponsor or solicitation.

Sponsored Program Services (SPS) has developed [guidance and FAQs](#) [pdf](#) [pdf](#) on how this program will be implemented.

Animal Per Diem Rates

Animal per diem rates are available on the [Animal Care Services website](#) [pdf](#).

Office of the Vice President for Research

in [twitter](#)

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<https://ovpr.uconn.edu/services/sps/proposals/proposal-preparation/general-cost-principles/budgeting-costing-guide/#>

Appendix B-Conference Agenda

[Conference Home](#)

[2020 Conference Materials](#)

[Buy Recordings](#)

[Division Meetings](#)

[Awards](#)

[Exhibitors and Sponsors](#)

[Scholarships](#)

[Prior Conference Materials](#)

SNEB 54th Annual Conference: *Raising Reliance and Resilience*

Save the date for the SNEB 54th Annual Conference held August 7 - 10, 2021 at the Sheraton New Orleans Hotel, 500 Canal Street, New Orleans, LA. Room rates are \$159 for a single or double occupancy, \$184 for triple occupancy and \$209 for quad occupancy. Plan now to attend and tell your colleagues and students about the opportunities to present!



The SNEB Annual Conference is the premier event for nutrition education professionals from around the world. Attendees have the opportunity to interface with influential nutritionists from extension, public health, government, academia, industry, and community settings. Throughout the conference, attendees will be able to experience education sessions featuring the latest information on dietary guidelines, educational strategies, nutrition policy, technology advances, and wellness initiatives with a focus on putting research into practice.

KEY DATES:

Call for Programs Due: Friday, October 2, 2020

Abstract Submissions: Accepted Starting November 1, 2020

Appendix C - SNAP Ed Plan Assurances

Template 5: SNAP-Ed Plan Assurances

SNAP-Ed Plan Assurances	Yes	No
The State SNAP agency is accountable for the content of the State SNAP-Ed Plan and provides oversight to any sub-grantees. The State SNAP agency is fiscally responsible for nutrition education activities funded with SNAP funds and is liable for repayment of unallowable costs.	X	
Efforts have been made to target SNAP-Ed to the SNAP-Ed target population.	X	
Only expanded or additional coverage of those activities funded under the Expanded Food and Nutrition Education Program (EFNEP) are claimed under the SNAP-Ed grant. Approved activities are those designed to expand the State's current EFNEP coverage in order to serve additional SNAP-Ed individuals or to provide additional education services to EFNEP clients who are eligible for the SNAP. Activities funded under the EFNEP grant are not included in the budget for SNAP-Ed.	X	
Documentation of payments for approved SNAP- Ed activities is maintained by the State and will be available for USDA review and audit.	X	
Contracts are procured through competitive bid procedures governed by State procurement regulations.	X	
Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and OMB circulars governing cost issues.	X	
Program activities do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them.	X	
Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.	X	
All materials developed or printed with SNAP Education funds include the appropriate USDA nondiscrimination statement and credit to SNAP as a funding source.	X	
Messages of nutrition education and obesity prevention are consistent with the Dietary Guidelines for Americans.	X	

Appendix D - SNAP Ed Signatures

Template 6: SNAP-Ed Plan Signatures

SNAP-Ed Plan Signatures

Supplemental Nutrition Assistance Program Annual Plan for SNAP-Ed

State Agency: Department of Social Services

Date: 8/12/20

Federal Fiscal Year: 2021

Certified By:



Daniel Giacomini, SNAP Program Administration Manager

Digitally signed by Daniel Giacomini
DN: cn=Daniel Giacomini, o=CT Dept
of Social Services, ou=SNAP Director,
email=Daniel.Giacomini@ct.gov, c=US
Date: 2020.08.12 08:27:13 -04'00'

Date: 8/12/2020



Nicholas Venditto, Director, Financial Services
SNAP State Agency Fiscal Reviewer

Date:

8/11/2020